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FORMERLY CHILD WELFARE

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The National PARENT-TEACHER Magazine

FORMERLY CHILD WELFARE

VOL. XXX

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THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

EQUAL EDUCATIONAL OPPORTUNITIES

To develop between educators and the general public such a united effort as will secure for every child the highest advantages in physical, mental, moral, and spiritual education

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"They're Sixteen Already!" comes from an author who has had long and valuable experience with young people at that trying age when they think of themselves as adults while their parents still think of them as children. ELIZABETH KEMPER ADAMS has taught at a large eastern college and she was a pioneer in leadership training for the Girl Scouts. She lives in Springfield, Massachusetts, and is now chairman of the Committee on Library Extension for the Massachusetts Parent-Teacher Association.

Our readers always welcome another article from DOROTHY BLAKE. The one we publish this month—"Made-to-Order Discipline"—treats from a common-sense point of view the old bugaboo of how to discipline the child.

ELIZABETH PORTER KESSLER wrote "Exasperation" about her small daughter. The Kesslers live in Geneseo, New York.

From the senior specialist in the education of exceptional children, United States Office of Education, comes the article called "Exceptional Children—and You." ELISE H. MARTENS took her A.B. and M. A. degrees at the University of California, and her Ph.D. at Stanford University. In 1930 she went to Washington to accept a position

created at that time in the interest of exceptional children. Before that her experience included teaching, educational research and guidance, supervision and clinical service in the schools and colleges of California. Dr. Martens' present work involves informational and consultative service, research and publication of material in the field of special education designed to be helpful to teachers and adminis-



A. L. THRELKELD

trators in the field. She is the author of several publications about children.

NAOMI SMITH writes that at present her principal job is keeping house and caring for her family. Her leisure time is spent in reading and writing. Her most enjoyable recreation is picnicking and tramping in the woods with her

husband and two small sons, which she describes so well in "Back to Nature with the Family." Mrs. Smith taught social studies in high school before she married a professor in the College of Education at the University of Florida.

Last year we published an article about cosmetics and the teen age, by GRACE IGO HALL. In this issue Mrs. Hall writes on a related subject—"Dressing Your Age." Mrs. Hall lives in Denver.

Since 1925 J. MCBRIDE DABBS, author of "Their Greatest Need," has been head of the department of English at Coker College, Hartsville, South Carolina. He graduated from the University of South Carolina in 1916, and did graduate work at Clark University under G. Stanley Hall. Mr. Dabbs is a contributor to a number of magazines.

ADELAIDE NICHOLS BAKER, who wrote "The Playroom Grows Up" from her own experience, conducted a nursery school for her son and daughter and their contemporaries for three years. Now her children have reached the advanced ages of eight and ten. Since they started to school, Mrs. Baker's major interest outside her home has been the work of the parent-teacher association. She is president of the council in Westport, Connecticut.

"What Shall We Teach in Our Schools?" is a fitting subject of an editorial by A. L. THRELKELD, superintendent of schools in Denver, and the new president of the Department of Superintendence. Dr. Threlkeld's experience ranges from the classroom to the superintendency of a large city school system and includes administrative experience in smaller cities. At the age of thirty he was chosen president of the state teachers' association of Missouri, his native state. He has done both undergraduate and graduate work in the social sciences, especially in sociology.

If You Are Interested In . . .

The Preschool Child, see pages 6, 10, 15, 19, 21, 23.

The Grade School Child, see pages 6, 10, 14, 17, 23.

The High School Boy and Girl, see pages 8, 17, 23, 28.

Children of All Ages, see pages 5, 20, 24, 46.

Home and School Material, see pages 6, 8, 12, 24.

P. T. A. Problems, see pages 8, 12, 38, 43, 44, 45.



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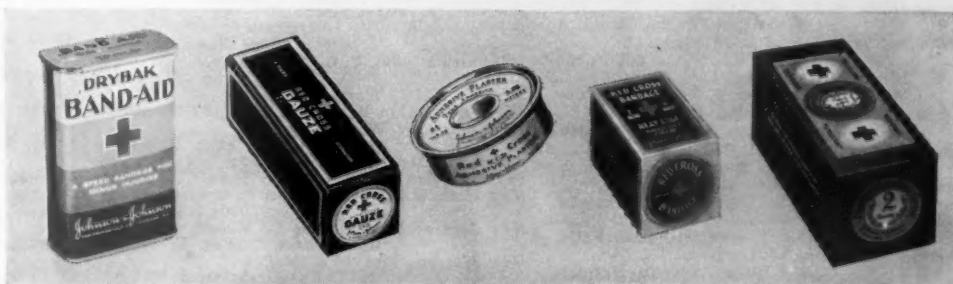
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The President's Message



Getting Something for Nothing

AT THE motion picture theater the other night, I saw something which was new to me, although I had heard of it. It was Bank Night, and you were given an extra ticket upon entrance, with a numbered coupon which, if you wished to be in on the gamble, you deposited in a special box in the corridor. In some mysterious way, a fund of two hundred dollars had accumulated which was to be given to the holder of the lucky number. The house was packed with parents and children of all ages, and the eagerness of the children's faces on hearing the number called was pitiful. In the lobby were various expensive electrical conveniences which were to be given in like manner a few nights later.

A summer ago, I saw a carnival where nothing could be bought with actual money; one had to buy numbered tickets and place them on certain spots on counters, to see if things costing fifty times the amount spent for the ticket would fall into one's hands.

At a prominent church aid society I saw an attractive quilt raffled off in the name of charity.

There have been efforts in several states, this year, to pass laws legalizing the betting on horse and dog races, sports which offer such fascination to many types of minds that house money, school money, or even food money are squandered there; for very few win anything, net.

It has been necessary for many persons to accept a living which they have had no opportunity to earn in their usual manner, and to these I am not referring, but I am thinking of the possibility of young people growing up to feel that the world or the government owes them a living and that in the normal course of events they should be *getting something for nothing*.

Since the opening of the eyes of man in the Garden of Eden the development of the race has depended on the effort to help themselves that men have put into life. This continues to be the natural law and one that we are compelled to teach our children.

If any child who can buy a ticket into a motion picture house can expect to gain two hundred dollars by turning up a lucky number; or get a candy bar by the shaking of dice; or receive a shower of coins from a slot machine by the insertion of a coin at the right instant, how can we, as parents, teach them that they are the masters of their own destiny and hold their success in their own hands, directed by their own minds? Rather must we teach them that no matter what may seem to come to them by a stroke of luck, everything in life must be paid for in one way or another and that ultimately one *never gets something for nothing*.

Success and joy in living come as the result of thought and honest labor; anything less is but sham.

President,
National Congress of Parents and Teachers.

THE CHILD

IN THE HOME



by MILDRED THUROW TATE

A Teacher Discusses the Important Part which the Home Plays in Education

THE part that the home plays in the life of the child has been a favorite topic during the last decade. Formerly we thought we knew the rôle of the home in training the child: the child was educated in the schools; the parents cared for him until he reached school age and then teachers taught him. But the more we study children the more we realize that they are developing and learning rapidly during the early years, and that the home is potentially an educational agency second to none. We are also beginning to believe that in every experience the child has, he is learning, but that whether the learning is desirable or undesirable depends upon the child's experience. It appears that we no longer need to argue whether the home is an educational agency, but should focus our attention on the peculiar contributions of the home to this total learning process—in other words, on what we want the child to learn through his experiences in the home. Undoubtedly all the agencies contributing to the education of the child—the home, the school, the church, the play groups, etc.—have the same goal. Their efforts are directed toward making the child better able to function in his family and the larger social group with satisfaction to himself and those with whom he comes in contact, i.e., they are trying to make children wholesome members of the family and the community; to be resourceful and happy and reliable. The child begins this learning in the home and it is later supplemented by the school, the church, and other organized and unorganized groups. For the child, family associations are the chief means by which he develops into a socially acceptable or non-acceptable individual.

Before we can judge whether or not a particular home is doing its part in providing suitable learning opportunities for the child or can aid parents in fostering this learning, we must have clearly in mind what the home should contribute to the development of the child. What do we want the child to learn through his home, and how can the child achieve this learning?

Of the many desirable things the child might learn through his home experience, three are of great importance. First, he should learn acceptable ways of meeting everyday situations. Second, he should develop a feeling of responsibility for his actions. And third, he should get satisfaction from his home experience and, if possible, be happy in his family relationships so that his home is a satisfying place to him. What may be expected of him in each case depends, of course, upon his age.

Happiness belongs to those who develop their ability to direct their own behavior, to use planning and foresight, and to act thoughtfully. The child can achieve these qualities through desirable behavior, consciously practiced, in everyday living. When we say a child has learned to meet situations satisfactorily we mean that he has learned to meet situations with as much planning and foresight as can be expected at his age. We do not become mature all at once, when we reach, say, twenty-one or fifty; maturity is a process of gradual growth and experience in meeting problems. *Increasing maturity means increasing*

skill and insight into meeting an increasing number of life situations.

Each person, whether child or adult, meets a problem with the method which has brought him desirable results in the past, whether that method was a temper tantrum or a more reasonable procedure. If the child is to meet situations satisfactorily, he must learn that socially acceptable behavior brings the desired results, and that unacceptable behavior does not. If unacceptable behavior solves the problem for him, he will learn to repeat it.

A college woman relates that in childhood she could get practically anything she wanted from her parents by pretending to be ill. She was an only child, born late in the lives of her parents, and was early made aware that the greatest tragedy that could come to them would be for her to be taken from their lives. From early childhood, whenever her parents crossed her or attempted to correct her, she would immediately develop an illness, and the ruse always had the desired effect. When she attempted in her third year at school to meet a problem by this method she was shocked to have the teacher say there was nothing wrong with her, that she simply did not wish to perform the task set for her. She went home expecting that the teacher would immediately call to see how she was, but the teacher did not call. She stayed home two days. When she returned the teacher said nothing to her about her illness, but later in the day approached her with the task she had not completed. After many similar painful experiences she gradually learned that her ability to become ill when faced with something unpleasant was a poor way of meeting the situations of everyday life. How-

ever, even as an adult she finds it difficult to make herself face certain situations. Her first firmly fixed way of meeting problems had not only made it impossible for her to face the reality of situations, but she had also failed to learn adequate ways of dealing with simple, everyday experiences.

It is here that the challenge to guidance comes in. The adult must help the child so to face difficult situations that he learns to overcome the difficulty, to adjust himself to it, or to accept it, depending upon the situation. In this way the child will develop attitudes and ways of meeting problems that will be assets to him throughout his life.

Desirable and undesirable methods of meeting situations are illustrated in

"John, what do we do at 7:30?" John replied, smiling, "I go upstairs to bed." And his mother said, "That's right. It is almost 7:30." In a few minutes she told John that it was 7:30. John walked across the room, took his daddy by the hand and said, "It is 7:30." After bidding his mother and the guest "Good-night," he and his father went upstairs. The different ways of meeting the same situation learned by these two children will no doubt figure largely in their behavior as they grow older. The next step in John's learning will probably be that when his mother says it is 7:30 he will know it is time to go to bed, and later, as he learns to tell time, he will go to bed at the proper time without prompting. Further, the occasion is a satisfactory one for John,

is never to allow them to occur or to be practiced.

ANOTHER thing the child should learn in the home is to feel responsible for his actions. This feeling must be developed gradually. Although it is expressed differently at different ages, it always has the same value. For example, a three-year-old who was carrying a pitcher of milk to the table spilt some milk on the floor, in spite of his careful progress. He stopped a minute after the milk splashed over, looked at the pitcher, and then proceeded to the table. As soon as the pitcher was placed on the table, he ran over to a low cupboard for a cloth, wiped up the milk, and put the cloth back in the cupboard. As he started back to the table the adult reminded him that the cloth was soiled and that he should therefore wash his hands before returning to the table. Smiling, he ran to the bathroom to wash his hands and then returned to finish his dinner. Another illustration of this feeling of responsibility at an early age is the following: Susan, who was visiting in the home of her grandparents, came into the writer's room. After visiting for a few minutes she sat down on a low radiator in the room, but immediately arose and sat down in a low chair, saying, "I cannot sit on the radiator today because I have on my silk dress. When I have on my cotton dress, I can sit on the radiator." These two preschool children have had the opportunity to learn ways of meeting everyday situations that not only give them a basis for feeling responsibility for their own actions but are also laying good foundations for responsible, thoughtful behavior as they get older.

That children can learn to feel increasing responsibility for their own behavior is shown by the following instance. Twelve-year-old Helen was visiting a friend who lived some distance from her home. The evening before her departure, she suggested that it might be well for her to telephone the bus station to verify the time of leaving. After telephoning, she started to pack her bag, saying that if she did so she would not be so rushed the following morning. She asked how much time should be allowed to get to the station and was ready to leave at the proper time the next morning. While she was waiting for the bus, she remarked, "Sometimes I almost wish I had not grown up, because now it is my responsibility whether or not I get to the bus on time."

Needless to say, adults should be careful not to expect behavior beyond their years from children. With due allowances, however, children can learn to be responsible for many of their acts (*Continued on page 26*)



Through wise guidance the child will learn obedience and responsibility, happily

ILLUSTRATIONS BY RUTH STEED

the following incidents. When Mrs. Anderson visited in the home of four-year-old Mark, the mother said, at the child's bedtime, "Mark, it is time to go to bed." Mark replied, "I don't want to go to bed. Can't I stay up until Mrs. Anderson goes home? I want to show Mrs. Anderson my story book." When the mother insisted, he started to strike her, crying, "I don't like you." The mother dropped the matter for about twenty minutes, after which the father picked Mark up and took him to bed, kicking and squealing. In contrast is the way in which this problem was met in another home. John's mother said, when it was almost time for bed,

while it is very unpleasant for Mark. Unlike Mark, John has learned that there are definite times at which things are to be done and he has some basis for judging what is to be expected.

Regularity in routine is really the child's first lesson in learning to meet situations well. Through ordered and satisfying routine he learns confidence in adults and a respect for law and order. He learns that there are certain things in life that have to be done and that we face them with a smile and do them. Everyone would no doubt agree that the best way to prevent habits of disobedience and procrastination so common in adults as well as children



ALL PHOTOGRAPHS BY PAUL PARKER

THEY'RE SIXTEEN ALREADY!

by Elizabeth Kemper Adams



COURTESY GIRL SCOUTS, INC.

SOMEONE has defined sixteen as "the age when boys and girls think they are twenty and their parents think they are ten." Fewer parents each year merit this gibe, but there is more than a grain of truth in it. Youngsters grow up so fast that they are thinking of themselves as adults while we are still thinking of them as children.

And these are perplexing and difficult years in which to be growing up—difficult years for both young people and their parents. If your boys and girls are still in school, your problems are relatively simple, although even school has its demands upon both pocketbooks and family patience. But if they have left school or are about to leave school, the situation becomes far more complex.

Many bright young people graduate from high school at sixteen or seventeen. Perhaps they have been planning to go to college and present family finances seem to make this out of the question. Perhaps they are keen to go to work and no work offers. What are they to do? They are full of hope and energy and they chafe under idleness and a sense of frustration. So they become more and more difficult and a source of friction and bewilderment in many an already overburdened household.

Of course, in these days there is no easy solution and it is cold comfort for fathers and mothers to realize that their difficulties are not exceptional but practically universal.

But there are certain definite things to do and the experiences and experiments of people all over the country cannot fail to offer suggestions that may be useful with your own boys and girls, among them the following:

1. In the first place, see to it that your young people have a chance to participate in some form of organized group recreation.
2. Second, explore all the ways by means of which those whose hearts are set upon it may continue their education.
3. Third, give those who are eager to go into business or industry some definite form of commercial or trade training suited to their abilities and inclinations.

IN these days, with shorter working hours, the happy and profitable use of

A Workable Plan of Action to Help Solve One of the Most Difficult Problems of Recent Years—the Occupation for the Coming Generation

leisure time is essential for young and old alike—whether they are employed or not employed. Nothing is worse for young people than to eat their hearts out in idleness. And the right attitudes toward active use of free time have to be established long before the age of sixteen. It is a vital responsibility for fathers and mothers to see that their boys and girls from ten or twelve on have a chance at wholesome group activities and at active outdoor life and sports—hiking, camping, swimming, skating, sliding, nature observation, care of animals, etc., as well as for participation in group music, dramatics, and whatever forms of art their tastes and talents indicate.

For those under sixteen, various organizations, such as the Boy Scouts, the Girl Scouts, the Camp Fire Girls, the Girl Reserves, the 4-H Clubs, and many others, offer rich and varied programs appealing to the "club" years and providing an invaluable training in group action and in getting along with people. All of them make much of hiking, camping, and outdoor life in general under safe and happy conditions.

Most of these organizations admit members up to the age of eighteen and have been adapting and expanding their programs to meet the interests and needs of older boys and girls. As patrol leaders, junior assistants, and junior counselors in camps, these young people find opportunities for added initiative and responsibility. Many local Scout organizations for both boys and girls have established senior troops for those over sixteen with special programs and procedures. "Sea Scouts" for boys and "Mariners" for girls offer adventure and fascinating training to those who live near large bodies of water.

All the youth organizations offer a graded series of projects in such fields as health, first aid, citizenship, outdoor life and camping, homemaking, child and animal care, arts and crafts, and music. Through these a boy or a girl may follow natural bent and discover special aptitudes. In a very real sense, for instance, the "proficiency badges" of Boy Scouts and Girl Scouts represent "try-outs" for future occupations and for recreational interests. With groups over sixteen, they may lead to real vocational choices. Some of these groups devote considerable

time to the discussion of careers, the training needed for them, and the qualities and abilities required for their successful pursuit.

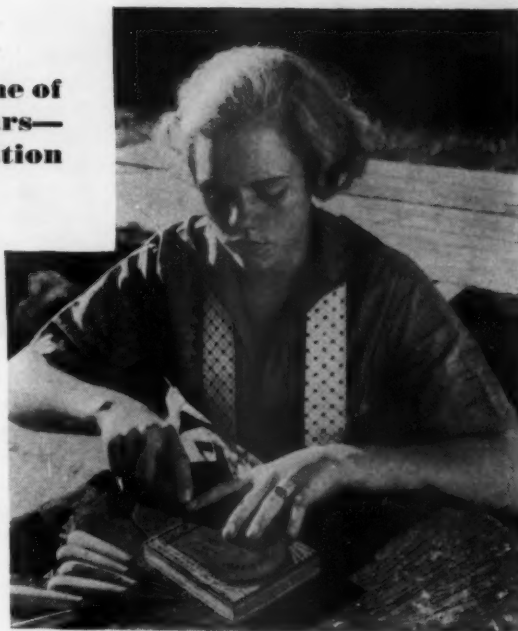
The Girl Scouts, the organization with which the writer is most familiar, have given of late years special thought to older girls and their needs of the present day. In 1935, they issued a pamphlet on "Interests and Activities of Older Girl Scouts" based upon replies to questions sent to 349 older girls in the movement. In 1933, 10,575 Girl Scouts answered questions on their vocational ambitions and preferences, of whom 94.2 percent said they expected to earn their own living. In social and recreational matters, too, the organization is striving to meet the needs of the older girl, with parties to which boys are invited, joint folk dancing classes, and even some carefully supervised experiments for boys and girls who are experienced hikers and campers.

So, mothers and fathers, see that your girls and boys belong to one of the great youth organizations or have other access to some form of recreation that engages their interest, occupies their time, and builds health and character. And do not stop there. Follow the work they do in their group and find out the things in which they are most keenly interested. It is your job to help them build foundations for work, leisure, and living with their fellows upon these things and to secure a training that will give them belief in themselves and their place in the world.

HIGHER EDUCATION

LET us take a look at some of the things that are being done for and with youth in these days of emergency and then consider some fundamental aspects of the "youth problem" that will long outlast the depression.

If you have boys or girls who have finished high school and are eager to go on to college or professional school, do not let them feel that their ambitions are hopeless on account of lack of money. Many cities have junior colleges covering the first two years of college work, or graduate courses in the high schools which serve to



COURTESY GIRL SCOUTS, INC.

keep preparation alive and enriched. Other cities offer evening courses of similar grade. Most states provide extension courses which earn credits at the state university or college and correspondence courses under the guidance of university professors. The new National Youth Administration is devoting more than half of its funds to assisting young people to stay in high school or college.

Here are some examples of what communities are doing to help boys and girls continue their education. Buffalo, New York, has opened sixty emergency educational centers, with the help of the State Department of Education and with 200 courses under twenty-one instructors. Seattle, Washington, operates a free-time school from ten to five. In Wisconsin, a staff of itinerant university professors gives courses with credit for those unable to finish their college work. In Homestead, Pennsylvania, the great steel center, the well-endowed Carnegie Library, with auditorium, gymnasium, and swimming pool, is conducting what it calls a "depression university" for over 550 young people between eighteen and twenty-five, two-thirds of them young men. The CCC camps throughout the country have been giving courses of high school grade and are now opening courses of college grade.

Look into all the educational resources of your town and your state before you dash the hopes of your young people who want a college education.

VOCATIONAL TRAINING

BUT for every boy or girl who is eager to go to college, there are hundreds (Continued on page 30)



MADE-TO-ORDER DISCIPLINE

by Dorothy Blake

around in a twisting maze of thought.

So, in our discipline of these youthful logicians, if we can make the punishment fit the crime, if we can let the penalty, as nearly as possible, be the reasonable outcome of the wrong act, we appeal to their sense of fairness. Even though the penalty is severe, if it is fair, most children will not resent it. And a spirit of resentment under punishment of any sort is one to be avoided if it is humanly possible. How can little Ruth and small John be thinking upon the error of their ways and resolving to reform when every ounce of their mental energy is turned into hatred and a desire for revenge—"when I get big"?

For they all will get big after a while and it's our job to help them get ready for it with the ability to think things out and to look facts and consequences straight in the eye and meet them with good sportsmanship. Arbitrary punishments, which bear no relation to the fault committed, are no help along this rather bumpy road. But let the result grow out of the act and that is something else again.

THERE is the small boy who likes to take his bath surrounded by a young fleet of boats, corks, celluloid soldiers and rubber balls. He has been told, so many times that the telling sounds like a phonograph record with the needle stuck, that metal toys in the bath are strictly *verboten*. For the surely sensible reason that they are apt to scratch the enamel on the tub. But now and again a tempting aluminum aeroplane will join the party.

"I just wanted to see if it would float. Some planes do float."

So far we are eye to eye with him. But this plane does not float. It sinks determinedly to the bottom and gets pushed along by an exploring small foot. The result is a deep scratch on the enamel that nothing short of a fire will ever remove.

With eyes that one of the grade A baby angels might envy, he looks up innocently. Even his tone is aggrieved. Fate has let him down with a dull thud. His faith is shaken. He was so sure *this* plane would float. It looked as if it would.

"But, Mother, I thought this one little bit of thing wouldn't hurt if it did go to the bottom. It just skidded a teeny bit!"

His reasoning was quite right. The result was all wrong. But he had been told "no metal toys" and he knows what metal is.

So, "No more toys of any kind in the bathtub for a week," we say firmly—and feel like Mrs. Simon Legree. Wouldn't one or two nights do? Somehow one or two nights or days seem a very short time to a child. A week seems infinity. I don't know why. It simply does.

Here are seven baths stretching before him with nothing to divert his mind from the awful monotony of getting clean. A vast expanse of water with nothing to brighten up the horizon but a cake of soap and a wash cloth. And seven opportunities to think upon the inevitable result of metal toys that, all faith to the contrary notwithstanding, will probably sink to the bottom of the tub.

LITTLE daughter "simply adored" the children's programs on the radio

WHENEVER an adult becomes particularly unreasonable and illogical most of us say—or think—disgustedly, "Why you're acting simply childish!"

And yet, it seems to me there is no human being quite so reasonable and so logical as a child. Say, a child of from five or six years of age onward. He will look at a subject with a complete cleavage in his mind—this side is right, this side is wrong. This thing is black and this one, white. No hazy, clouded edges to his reasoning and judgment as there are so often to that of a mature person who has lived long enough to realize that life and decisions are not so simple. He, the child, I mean, often reasons from cause to effect with a directness that is amazing to a grown-up who must often reach the same conclusion after wandering

from five to six. And, in order that the reason of the rest of the family might remain more or less intact, she turned it very low and perched herself on the piano stool close beside it.

She always remembered to take the stool over in plenty of time for the opening "Glad Song" at exactly five o'clock—Eastern Standard Time. But she seldom, if ever, remembered to carry it back across the room when the last echoes of, "And now, good-night, happy, *happy* children" faded mercifully into the ether.

Yes, we could have scolded and her feelings would be temporarily wounded. We could have scolded some more and she would gradually have become immune to the sound of our voices. Or we could have yielded to the natural temptation and put the stool back ourselves and told the neighbors what a care children are!

But why not at least make an attempt to impress on "the beauty of that unfolding little mind," as some child psychologists describe it, the hard fact that everything we enjoy must be gained from some sort of labor. If we, as individuals and members of society shirk our rightful share of that labor, then some one else must carry an extra burden.

Just one night of missing the thrilling action of the radio drama had a miraculous effect upon that lobe of her brain that seemed unable to remember piano stools. For whether the wicked fairy gained her evil ends or the good fairy triumphed, had to be, so far as this young lady was concerned, a matter for imagination. Unless, as she probably did, she brought herself up-to-date through her school-mates. But second-hand drama is rather like reheated omelet. It lacks the spirit.

"Oh, well," she remarked philosophically, as she sat looking at the silent radio, "everybody has some trouble and this is just my hard luck."

But after that she never forgot.

"**THIS** is wash day," we remark casually to Miss Sub-Deb.

"Yes, Mother," she says dutifully, though slightly bored. A duchess should not be annoyed with such matters.

Comes Saturday with a theater and luncheon date in town. Almost time to take the train, "Where in the world is my good white slip? It isn't in the drawer and I've looked everywhere!"

"Did you put it in the wash on Tuesday?"

Silence. Then, "I forgot it was wash day. I can't remember everything!"

"Neither can I," answers Mother calmly, "that's why you'd better see that your things are in the hamper

in time, when they need laundering."

It seems cold and unfeeling and it would be so much more pleasant and enjoyable to most of us to do the work ourselves and glory in our service and martyrdom. "Them's harsh words, Rudolph!" But it is true that most of us love to slave for our families and then feel sorry for ourselves because we're worn out. And certainly, if we are interesting at all, we have something more to give to the people we love than simply physical labor. Soon this daughter will be out in the world which will make no excuses for the fact that she is young and pretty and infinitely dear. She will have to stand alone, bear responsibility, and take the consequences of her own acts. And nothing you can do then would help her one iota. But trying to bring home to her now the inconvenience of forgetfulness may smooth her way later.

BROTHER Bill forgets and leaves the lawn mower out overnight. In the morning it is rusty and unfit for use and it's his job to cut the grass before he plays tennis. So, naturally, he must

EXASPERATION

by Elizabeth Porter Kessler

I'd like to write,
And I'd like to read,
And I'd like to spell
Very
much
indeed.

I never feel
So much like yelling
As when folks start
To
talk
in
Spelling.

take his time to push it down to the repair shop and his money to have it fixed. In the meantime that cute little Bates girl, with the brown eyes and the yellow shorts, has not waited patiently for him to get through, but has acquired another partner for the game.

"You poor sap," we hear her say when he complains about the broken date, "why don't you stick things where they belong and not leave them around like a two-year-old. Be your age!"

Bill is thus finding in his small

world the same great principles of cause and effect he will meet in the larger world in harsher form. If Father had done the outraged parent act and yelled about "when I was a boy, etc., etc.," and then piled the mower into the car and looked after it himself, the only result would have been a temporary resentment on Bill's part and a permanent, although perhaps unconscious, feeling that carelessness doesn't matter.

AN old typewriter was sent as a mutual gift to the twins. It was greeted with shouts of joy because in fourth grade one has homework.

"You'd better write Aunt Ella a note right away to thank her," Mother suggested. "She'll be anxious to know it arrived safely."

Then, four days later, she asked about the letters.

"I wrote mine," said Tom.

"I didn't have time," said Patty.

Another week. "Did you write to Aunt Ella, Patty?"

"Not yet—but I will," she says sweetly.

Mother considers a minute. She could, of course, make Patty sit down now and write that letter and talk to her about appreciation. But all children have two ears for the very convenient purpose of letting such lectures go in one and out the other with no stop-over privileges.

"Suppose Aunt Ella had felt that way about sending you the typewriter? She might have said, 'I haven't time,' and left it in her attic. She knew you'd enjoy it right now so she took the trouble and expense to ship it to you. We'll just pretend for a month that she sent it only to Tom. Because he wrote and thanked her and you were too busy. So you mustn't use it."

Patty is a lovable youngster and people readily forgive her for discourtesies because she is only a child. But if she is to grow into a gracious and loved woman she must learn that kindness and thoughtfulness deserve prompt appreciation. And arbitrary and illogical discipline for lapses of this kind would not develop these qualities. A heart needs educating as much as a mind. Punishment should not be retaliation or an outlet for parental exasperation. It should be constructive and thought-provoking.

All life is more or less discipline—some of it fair and reasonable; some, seemingly, quite the opposite. But in that part over which we have control, as it concerns the bringing up of our children to be men and women of fineness and responsibility and character, the ideal should be to let such discipline as is necessary be made to order.

EXCEPTIONAL CHILDREN . . .

AND YOU

by ELISE H. MARTENS

"AM I my brother's keeper?" The age-old question has come ringing down the centuries, and in these days of social perplexity and unrest it is fraught with significance. You and I must answer it whether we will or not. In fact, the answer is given by every man, through actions if not in words. In no sphere does the question carry a greater challenge for parents than in the realm of childhood education and care. And there are no children whose welfare depends so much upon the proper answer than those who have special difficulties of adjustment to the life of the world about them—those "exceptional children" who look to parents for sympathy and understanding of their problems.

"Exceptional children—and you." Has the connection been made? Or is there still a wide gap between them?—a gap that must be bridged through a little more knowledge, a greater interest, a clearer vision, a little more effort? Parents are the connecting link in so many situations between the need and the satisfaction of the need—for their own children and for other people's children. The National Congress of Parents and Teachers stands for an equal opportunity for every child to realize physically, mentally, and spirit-

ually the best of which he is capable.

Its interest in the exceptional child is amply demonstrated by the appointment of a National committee responsible for special service in this field. Many state Congresses have made similar appointments. Local organizations and individual members have contributed much to ultimate achievement for the nationwide cause through whole-hearted participation in activities relating to its interests.

Do you know? Do you have? Do you see? Do you try? On the basis of these four questions, let us look at the problem of exceptional children, for whom so much still needs to be done.

DO YOU KNOW?

DO you know that of every hundred children in the schools of your community there are probably—

Three who have either a hearing or a visual defect sufficiently serious to interfere with their progress at school?

Four or five whose minds cannot grasp the academic book learning required of them and who are on the way toward, if indeed they have not already reached, the stage of utter discouragement, failure, and social revolt because people—and parents—fail to

realize that a good mechanic or cook or seamstress or even a ditch digger may be as honorable a citizen as a lawyer or doctor or teacher?

Three who are emotionally unstable or are otherwise showing serious symptoms of behavior maladjustment that, if unchecked, will probably lead to delinquency or personality distortion?

Three or four who are struggling with a definite problem of speech defect, such as stuttering, lisping, delayed speech, or indistinct articulation?

At least ten who are suffering from serious malnutrition, cardiac difficulties, or tuberculous tendencies?

One who has a crippled body?

Three or four who so far surpass their classmates in intellectual power that they are bored with the school activities going on about them and are learning habits of idleness and laziness, sometimes of mischief, because their abilities are left unchallenged?

Do you know that progressive city and state school systems have devised ways and means of educating these various types of exceptional children in such a way that failure and undesirable results of personality development need not occur?

Do you know that whatever money

School work in hospitals for crippled children is under the direction of the board of education, and corrective training for children with minor physical defects is part of the school program



COURTESY SAN FRANCISCO PUBLIC SCHOOLS



COURTESY FAR ROCKAWAY HIGH SCHOOL, QUEENS, N. Y.



COURTESY BOARD OF EDUCATION, CITY OF NEW YORK

In many cities, lip-reading classes are now available to children who need them, and the audiometer test does away with the old difficulties of determining defective hearing by inaccurate tests

is spent for this purpose is applied to the practical realization of the principle that education—and schools—must be made to fit the child, not children made to fit the schools? That provision for individual differences is a bit of sound and accepted educational philosophy, which finds fulfillment in meeting the needs of every type of exceptional condition?

Do you know that more than 500 city school systems in the United States make some special provision for exceptional children in day classes, and that there are more than 400 residential schools for the various groups? Schools and classes for crippled children, speech correction, open-air classes, special instruction for the retarded and for the gifted, child guidance clinics, schools for the deaf and for the blind, classes for the hard of hearing and the partially seeing, even nursery schools for blind babies—these are among the special facilities that are found from east to west and from north to south. They are a living testimonial to the fact that public-spirited citizens and educators have combined to make the educational program an all-inclusive one from which no child shall be excluded and in which no child shall be deprived of the opportunity to learn.

Do you know how many children there are in *your* community who need special facilities of these kinds?

Do you know what your schools are doing to reach them?

Jane was nine years old and in the second grade. Ever since entering school at the age of six she had seemed to have difficulty in learning and had twice failed of promotion in the small town school which she attended. Her teachers had come to the conclusion that she was mentally not capable of doing ordinary school work. She was a big girl, even for her age, and in comparison with the younger children of the second grade she appeared large

indeed. Because of her size she had usually occupied a seat toward the rear of the classroom.

A new semester brought a new teacher who, after spending a day or two in getting acquainted with her charges, proceeded to assign seats for the term. Jane as usual was directed to a seat at the back of the room. But her teacher was quick to note the look of disappointment that came over the child's face as she took her place. At recess she detained Jane a moment and asked quietly, "Don't you like to sit in the back of the room, Jane?" The child, encouraged by the sympathetic voice and the gentle hand laid upon her shoulder, stammered, "I—I—I—don't always hear very well back there."

That was the beginning of a new era for Jane, for her teacher discovered very soon, through a simple test of hearing, that, whatever might be her ability to learn, there was a much more immediate difficulty to overcome in her inability to hear. Many of the things that were said in the classroom escaped her altogether. No wonder she was unable to understand explanations and to follow directions. When steps were taken to minimize this handicap through medical attention and through special arrangements of seating and lip-reading instruction, Jane became a very satisfactory pupil.

Jane is only one of many thousands of children whose hearing impairment is relatively slight, yet serious enough to demand special attention. Even parents do not always realize the situation, for it is so easy in the home to accommodate the tone of voice to the requirements of others in the family without being conscious of the fact that one's speech grows somewhat louder than normal. Especially with children, failure to respond is likely to be attributed to inattention or to unwillingness to do what is asked. Not until the impairment becomes much

more serious is it in many cases recognized.

It must not be assumed, however, that all cases of failure in school are due to sensory defects. Henry was an over-age twelve-year-old boy in the fifth grade, and even there he was causing both his parents and his teacher much distress because of his lack of progress. Try as he would, he could not seem to master the intricacies of long division. Even the labyrinth of words and sentences in the books that he was supposed to read baffled him. His repeated failure was making him sullen and unhappy.

Henry's father was a doctor and it was the hope of the family that Henry would follow his footsteps. The boy's teacher recognized the futility of such a plan, especially after a careful psychological examination was given the boy which indicated that he possessed an intellectual capacity several years below the level of his chronological age. Academic standards he could not meet. But when permitted to work in the shop with hammer and saw, he displayed an interest and a skill that were both surprising and gratifying.

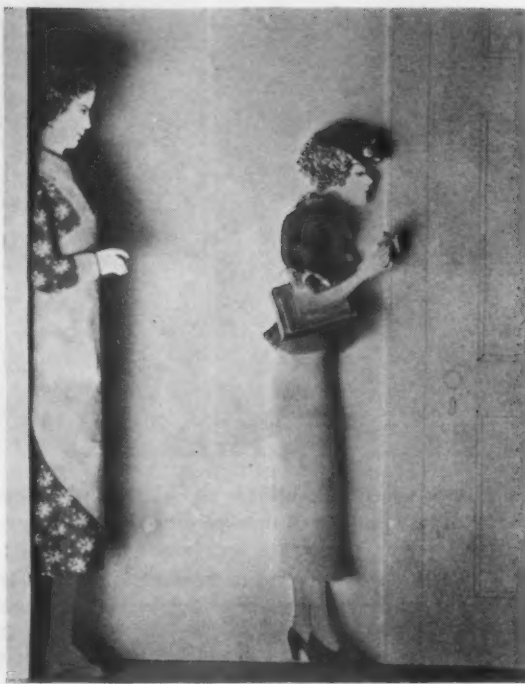
There are "Janes" and "Henrys" of these types in every community. There are also other "Janes" and "Henrys" whose eyes or whose delicate or crippled bodies need special treatment during the school day, whose stuttering tongues need understanding help; whose emotional conflicts should be resolved, or whose brilliant minds should be capitalized for all they can contribute to happiness both for the individual and for the world. Are the schools in your community doing anything to meet the needs of these children? Have any steps been taken to find out who and where they are? What do *you* know about the problem as it exists in your own city or town or county or state? Do you know what can be done to make these children happier? (Continued on page 32)

THE stylists are certainly on the side of the mothers now," wrote a Washington mother in commenting on this month's case: *Christine aged sixteen, continues to use rouge, lipstick, eyebrow pencil, and eye shadow, and to wear French heels and frilly dresses to school even though her parents remonstrate and suggest that this excess is in poor taste. She says all the other girls do it.*

More than any other problem presented on this page, has this question of appropriate clothes and make-up for the young girl brought forth differences of opinion. The letters I have received reveal the perplexities of parents, the resentments of daughters, and the frictions within homes caused by this question. On one point all are agreed—that it is important for the young girl to learn how to dress in conformance with the best principles of health, beauty, and good taste. But suggestions as to how this may be brought about vary greatly.

Agreeing that correct styles are available, a Tennessee student suggests: "Christine's mother should show her fashion magazines, particularly those which feature college girls' clothes." But another student takes a different viewpoint: "Since Christine has disregarded the suggestions of appropriate dress given by her mother, it is not probable that she would read material on the subject either." A group of Vermont mothers and study group leaders, meeting in Montpelier, discussed the question with me. Some of them suggested: "Show her pictures of what other girls are wearing."

So perhaps magazine pictures might help. The way they are shown may determine their effectiveness. If we display the fashions in the midst of an argument, or if we say, "Look at these pictures. They bear out just what I have been telling you—that your clothes are all wrong," we are apt to make the girl more than ever deter-



PATCHETTE BY HELEN PALMER THURLOW

IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

mined to assert her own rights and dress as she likes. If we say, "I ran across some interesting dresses today in this new fashion book," we at least have not antagonized her. As she leafs through the pages and admires one or two designs, we might then suggest, "Perhaps that would be a good pattern for your new school dress."

A Pennsylvania mother writes: "Why all this fuss about what girls will or will not do? My husband told our Mary he would not give her money to buy cosmetics and that settled it."

MARSHALL CHEATS

Marshall, aged twelve, peeps into his book during examination and copies from his friends' papers.

Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood and write us what you think may have caused Marshall to form this habit? What can his parents and teachers do about it? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C. before June 10th. The answers will be printed in the August issue.

On the other hand, we have a vastly different story from a New York social worker: "Sarah was brought to our attention for stealing. All her thefts were cosmetics taken from the dime store. She said the other girls laughed at her because she was queer and different. When asked if Sarah had an allowance, her father said, 'I buy her everything she should have. I do not believe in cosmetics.'"

"The other girls all do it" seems to be one of the most common—and most potent—factors in this dress problem. The Vermont group suggested: "Find some girl—perhaps a year or two older—whom Christine looks up to but who does dress cor-

rectly and sensibly. If her attention is drawn to the way this girl looks, Christine might imitate her style or at least modify her own."

Nearly every one suggested at least one way to get Christine and some of her friends together to give them the right information. Some of these suggestions were: "If the clothing instructor is approached, she might plan a unit for all the girls in the school." "Get the mothers and daughters together for a social affair and ask the home economics teacher to talk with all of them about clothes and cosmetics." "Try to get the girls to organize a personality club." "Suggest that a style specialist in some store and a beautician be invited to give talks and demonstrations before the class or the club." And, "Have the P. T. A. sponsor a style show."

This sentiment was expressed frequently: "We mothers need this information also." Perhaps that is one solution to Christine's problem. If she and her mother approach this subject from a common interest in learning what is best, their relationship will be that of co-learners. Her mother will become a friendly consultant. Perhaps then, instead of resenting her criticisms, Christine will begin to seek the advice and counsel of her mother.



PHILIP D. GENDREAU

EWING GALLOWAY

BACK TO NATURE

WITH THE FAMILY

by Naomi Smith



GET your things together, boys, we are going to the woods today." Four-year-old Bob and five-year-old William rush about joyfully selecting what they want to take with them. Their usual equipment consists of two or three empty glass jars with lids, their blunt knives, a small box or two, or a paper bag, and a shovel and bucket. They have in mind many things to collect.

While I put the house in order their father packs the lunch box and fills the thermos jug, both simple matters according to our plan. Then we load into the car and are off. Unless we have decided that it is to be a very unusual day we do not discuss the question of where to go. Through experience we have selected an ideal

place about four miles from home where many of our days in the woods are spent. This spot has become a kind of second home to us. Highways skirt it on three sides, yet we have the feeling of being deep in the forest. Trees and flowers grow in great variety here, and birds are plentiful at all seasons of the year.

When we go to the woods each member of the family does more or less as he pleases. We make no fuss and flurry in getting off. For lunch we take what happens to be in the house, though I always include a few things on my shopping list that can be cooked outdoors with little or no preparation. We get to the woods by eight-thirty or nine o'clock, if we can do so without interfering with our day of

leisure, because the birds are most interesting in the early morning. By eleven o'clock most of their singing has ceased and they have hidden themselves until late in the afternoon. We never take our friends on these trips. It is our day together and even the best of friends will spoil it for us. If others are along I forget the joys of the woods wondering if they are being sufficiently entertained or if they are going to like what we have for lunch. We save other days to picnic with friends.

When we get to the woods the birds are still busy getting their breakfasts. There are pecking and drumming and twittering all about us. Everything is fresh and sweet-smelling. All the little inhabitants of the woods seem busy

and happy and we catch the spirit. The children get out their outfits and begin collecting leaves or interesting insects. Tom, with bird guide under his arm, goes on a little scouting expedition of his own. I decide just to sit and meditate for a while and enjoy the music of the birds and the smell of the fresh woods. It is all so restful. Before long the children discover a gay green spider with yellow stripes and flame colored dots. He is swinging in the center of a gorgeous web still sparkling with dew. We talk about spiders and how and why they make webs. It makes a fascinating story. The boys would like to take the spider home but we decide to leave him here in his pretty home. Brilliant butterflies—giant swallowtails, cloudless sulphurs, and monarchs—are flitting everywhere. The children chase them delightedly for a while, then they become curious about them. "What are they looking for, Mother? What do they eat? Where do they come from?" They stealthily follow some of them and watch them taking food from the flowers. I explain how some of the worms they have collected will turn into these lovely butterflies. Here the world seems full of wonderful things.

Everything is so quiet except for the birds and leaves that I begin to wonder if Tom has gone off a long distance. I am about to call him when he emerges from a near-by clump of bushes. He is motioning for us with an expression of excitement on his face. I call the boys and caution them to be quiet and follow me. I know it is some special treat, a strange or particularly beautiful bird, or some rich bit of woods comedy.

"You see that big tree that is blown down over there by the swamp?" whispers Tom. "Slip over there where you can get a good view of the log and wait for that bird to come out. And wait till he sings." There is such an air of mystery and anticipation about him that I feel a little chill run over me as I creep over to the spot he has pointed out. The boys come catlike behind me. We wait patiently a few minutes but there is no sign of a bird. I am about to turn away in disappointment when suddenly out hops a little brown bird. (We recognize him as a Carolina wren.) He quietly looks about him and hops over to a place in view of us, for all the world like a singer stepping to the most advantageous place on a stage before an audience. Then he makes a bow and lifts his little head high and begins singing a loud tinkling song. He is entrancing. Over and over for several minutes he repeats his melodious notes that float out into the air with a musical clinking. Then he stops suddenly, makes another bow and hops into the underbrush. We wait, hoping

he will return, but we never see him again.

Time flies and appetites remind us that there are potatoes in the lunch box that must be baked before we can eat. We all get busy gathering wood for the fire. Tom, who is the cook on these days, digs a small trench about a foot square and builds the fire in it. After the fire has burned down to ashes the Irish potatoes are dropped into the trench and lightly covered with hot ashes, and the fire is rebuilt over them. Plenty of wood is used this time so there will be a nice bed of coals. While the fire is burning down we four explore the many little trails leading through the woods near us.

There are always new things to see with the changing seasons and the migration of birds. One day we turned a curve on one of these paths and came suddenly upon a dark, shrubby tree decorated with graceful white herons. With a whirr and a flutter of wings they were gone. It was mere chance that we came upon them like this, the heron is such a wary bird. As it was, we only had a glimpse of them in the tree, but that was enough to leave a picture in our minds as beautiful as a rare old Japanese vase.

Sometimes we stand in an open place and watch the hawks doing their dare-

SPRING SIGN

by Revah Summersgill

*There's no dawn or anything
In the repertoire of spring;
There's no cloud, no wind, no star,
No enchantment, near or far;
There's no brilliant bloom or song
That can keep me watching long,
That can charm me, bring me all
Spring like one shrill cricket-call.*

devil stunts high in the sky. When the redbird begins whistling joyously from the tip-top of the tallest tree I find myself trying to recall something far back in childhood, some pleasant thing so dim that I can never quite grasp it again.

WHEN we return the fire has burned down to a fine bed of coals. Tom gets out the wire camp broiler, the twenty-five cent variety, veteran of such occasions as this. A fat juicy steak is laid between its well-smoked wires, and a long green limb stuck in the handle so that the cook may sit back comfortably while the meat sizzles and sends forth the most tempting odors ever smelled. The boys and I get busy with the table-setting. We have no frills here, so we spread some newspapers

and set out paper or tin plates and cups and the minimum of old silver. I empty a can of peas or asparagus tips into a pan, lay a chunk of butter on them, and set them near the fire to warm. Tomatoes are sliced on clean crisp lettuce leaves and put on the plates. Milk and a jug of fruit juice appear, together with a box of cookies, bakery or home-made as the case may be.

The steak is brown on one side! Uuh! Uhhmmm! The boys make a dash for the cooky box but I turn their attention to the steak. "Don't you think she's about done? How does that side look?"

"Dig out the potatoes." Out they roll, black and rusty. But just look when I dip them out of the shells! Can you imagine a common potato smelling and tasting as good anywhere else? A dash of salt, a slice of butter. Then a generous portion of sizzling golden brown steak, a spoon of peas, and last but not least, a slice of delicately browned toast, hot from the old wire broiler. Tom has made it while I served the plates. Delicious! And what fun to cook like this.

A steak can't be equalled for goodness but just for variety we'll have something different next time—something like broiled Spanish mackerel; or the new recipe we originated last year, those little finger rolls of ground beef seasoned with salt and onion and rolled in bacon slices. When browned very slowly on all sides until the bacon is crisp they run steak a close second. The boys like them best of all.

After dinner we pack our few pieces of silver, the pan, the broiler, and the milk bottle in the box. Then we clear up the papers and burn them. The kitchen is spic and span. We loll about the ground and look up at the sky. How broad and blue it seems today, and how high! The birds must be having a siesta, too, for the woods are still except for the chirping and chattering and hopping of tiny sparrows and warblers in the bushes, or the drumming of some member of the woodpecker family. Those fellows are never quiet.

Around two o'clock we decide to go home and get a nice bath. Since we can go to the woods often we don't wear ourselves out in one day. At home we find ourselves refreshed mentally and physically. We feel like entering upon another week of work with enthusiasm. We feel more kindly toward people, and, best of all, we feel more closely bound together as a family group. We have enjoyed pleasant fellowship and shared delightful interests. The children are learning to appreciate beauty and cultivating wholesome interests that will enrich their lives.



DRESSING YOUR AGE

by Grace Igo Hall

ILLUSTRATIONS BY DOROTHY SEYMOUR RICHARDS

CLOTHES, clothes, clothes! Nothing truly feminine can withstand their charm. Girls are so constituted. Whether they are little girls, young teen girls, or débutantes—they all thrive on pretty, appropriate clothes. Every modern young miss knows that the right clothes are terribly exciting. They do lovely unexpected things to her.

There was a time, not so long ago, when a little girl was taught to sit back, and Mother picked out the clothes she wore, but not today. Even the smallest youngster of this generation ought to have a word in the selecting of every dress she wears. We mothers ought to give her the opportunity to look at these pretty, pert, young things in the magazines that fairly sparkle and glow in their clever, correct little frocks and let Daughter help choose the new dress that she is to have. She'll love it—the up-to-the-second look of these pretty magazine models in the latest fashions will hold her undivided attention. There will be breathless "Ohs" and "Ahs" of real admiration. And, dear Mother, don't put it off year after year until she's

older, or you'll be sorry. It's dangerous. Today, too many girls are actually homely because they do not know how to dress. And who's to blame? I'll wager you this, that nine times out of ten, these girls have never been shown or taught that all-important secret: dressing to fit their age and self.

Don't misunderstand me. I don't mean to imply that clothes should be made all-important to the child. However, we run just as great a risk of exaggerating their importance by not giving a girl a chance to choose her own.

An example of the need for starting to teach a very young girl the type of clothes to wear for her age, and the correct place to wear them, was brought to my attention not long ago, while I was visiting a class at the local high school, with two of my friends, both of whom have fourteen-year-old freshman daughters, Lucy and Jan. We had just made ourselves

Not so long ago, a little girl was taught to sit back, and Mother picked out the clothes she wore, but not today

comfortable in the back of the room a few minutes before the class convened, when Lucy's mother turned to us and said:

"I'm terribly worried over Lucy. We have daily scenes over the kind of clothes she insists on wearing to school."

"Why, what do you mean?" I inquired.

"Oh, it's a new silly notion she has, that she wants to wear sophisticated clothes that are far too old for her

and not at all appropriate for school. And if I make any remarks, she storms, weeps, implores, even insults. Up until this year she always wore exactly what I wanted her to, without question. I just don't understand it." Then, turning to Jan's mother, she said, "Do you ever have any such trouble with Jan?"

"No, I honestly can't say that I do. You see, ever since Jan was six, we've always gone through the fashion magazines together and selected her clothes—made sort of a game of it. And now she actually has better taste than I have in her selections of clothes." What a truly clever mother.

A few minutes later, I saw for myself, when the two girls, Lucy and Jan, entered the room with the rest of the gay, chattering class, what a simple and sound idea it is for us mothers to start in while our daughters are young to teach them to dress their age. Lucy with her flowing, slinky, red satin dress—the color fighting with the red of her hair—tottering uncertainly on her high-heeled slippers, looked not only ridiculous but awkward and unsure of herself. Right behind her walked Jan, tall, slender, self-confident, and, oh, so smart in a rust linen, pleated jumper frock that accentuated the pretty highlights in her soft brown hair. Low-heeled oxfords completed the simple but effective outfit. The two equally attractive girls looked entirely different because of their clothes. Yet the fact is, there are not enough girls like Jan, with her quiet self-confidence due to being dressed correctly, and too many girls like Lucy who, being improperly dressed, are ill at ease—a feeling which is carried over to awkward manners.

So, mothers, why not get clothes-conscious, and teach your little daughter, when she is small, that dress magic is nothing but dressing one's age, choosing clothes that are pretty and becoming and in good taste for every occasion. Help her to keep the charm of youthful simplicity. After all, correct clothes should be an everyday occurrence—since today it is so easy for any girl to look perfect to the last seam and button. "Wear something simple," is the outstanding rule of all clothes. It's the criterion in which the best in good taste is true. No gadgets, no fluffs of lace, no silks or satins for everyday—just simple designs of suitable fabrics, with clever little details. Because dresses that are too elaborate or are made of delicate materials that soil and tear easily, and clothes made in such a manner that they are uncomfortable and interfere with the usual children's games, are always wrong. It's aston-

ishing, but true, that correct dress is not only dependent upon simplicity in design but upon sturdiness of fabric and smartness in style detail. Also, the subtle differences in girls make it necessary for every mother to stress the fact to her daughter, that every girl ought to know her own height, build, hair, eyes, and complexion, so that she may select becoming colors and styles that will accentuate and compliment her very best features. What are her best points? What are her defects? Have her answer the questions honestly. If there are things about herself she doesn't like, she shouldn't slide over them by saying, "I know I'm too thin but I'm not nearly as thin as Elsie."

Of course she cannot put weight on immediately, but she can wear lovely, clever dresses that will make her seem heavier than she really is. Because there are all kinds of tricks tucked away in the right frocks.

Every girl, from birth, is an individual. Whether your daughter is short and stout, tall and thin, short and thin, or tall and fat, tell her that regardless of type, any child may shine equally

Parents and teachers have more in common than the effective education of children to be ready to take their places in the community. They have in common the improvement of the community and the Nation so that educated youth will have a place to take. They should be united in making American democracy work in the building of a better life for all. To me, that means active work for civic enlightenment, for public understanding of social problems. I hope all public school people will have the boldness to take their proper places as leaders in this movement to provide facilities for free public discussion of all important public problems.

—J. W. Studebaker

with her playmates in attractiveness. Wearing the right clothes will accentuate her good points, and draw little or no notice to the bad ones.

Take, for instance, the roly-poly, short, stout daughter. The lines of her dresses should be unbroken, straight little beltless frocks without tucks and gathers. She will adore gay and perky dresses made of perpendicular-striped materials with pockets conveniently placed, and gay buttons for trimming. And they will do amazing things to her. She will instantly look an inch or two taller! Of course, if she should happen to have a pet dream for pleated dresses she should have a box-pleated skirt which will not only lend the pretty fullness she loves but will preserve that simple straight line. Plain, gaily-colored linens and piqués are

good for such dresses. A coat with the collar and revers not exaggerated and with only a slight fullness in the sleeves is very flattering to this young miss.

The secret of the tall, thin daughter—if she wishes to appear shorter—may be found in these heavenly new styles with captivating, broad-shouldered lines that are so good now, clever puffed sleeves, full pleated skirts, belted in at the waist, fashioned of plaids or figured materials. Jaunty capes and smart, three-quarter length sport coats add the right note for outside wear, and any girl in such nice-looking togs will have a glorious feeling of self-assurance, immediately.

And now for the girl who is short and thin, and would like to look taller, and not too slender. She will be outstandingly smart in dresses with pretty, high-waisted, gathered skirts, cunning, puffed sleeves, and the ever-adorably pert Peter Pan collars which should be made of any of the many lovely light-colored plain cotton materials. All these tricks will help accomplish what she wants. Her coats may carry out almost exactly the same gay lines, only on a more conservative basis; the high waist-lines, small collars, long sleeves with slight gathered fullness at the shoulders and tapering downward into a tiny banded cuff. Pretty clothes of this sort are an inspiration in themselves for this type of young lady.

Devastatingly attractive for the daughter who is tall and plump are simple, straight dresses made of plain tailored cloth, cut with diagonal seams, straight delightful sleeves, and tiny narrow belts. Such frocks will have a mystifying effect. She will look unbelievably shorter and more slender. And, quite naturally, most attractive coats for these pretty misses are along tailored princess lines—those with straight sleeves falling loose to the wrists and perhaps with one V-shaped little patch pocket placed on each side. Can you wonder that attractive young girls belonging to this group would find real joy in dressing in these clothes?

When it comes to the all-important party and dancing school frocks—well! that's something different. Since, naturally, excitement should always be added to that dress, point out to her that she should never wear anything too clinging. This dress must be glamorous. I would suggest yards of crisp eyelet embroidery or dotted Swiss, lace printed taffetas, "paint box" voiles, or pastel-shaded crêpe de Chines. She'll love them in the radiant blues, corals, mint greens, or yellows. So many of the generation between eight and six- (Continued on page 36)

Tommie Tries To Cause a Sensation

by S. J. Crumbine, M.D.

YOUNG Tommie Robinson gave us a scare yesterday. We were in the garden, and Mr. and Mrs. Robinson were showing me the peonies, which they have great success in growing. Suddenly we heard a shrill little voice behind us calling, "Look at me!" And there was Master Tom out on the roof of the porch. We gasped, for he stood half way down the steep pitch of the roof, with nothing to hold on to. The look of triumph on his face turned to one of alarm as he felt his feet begin to slip.

"Sit down," roared his father, and Tommie sat down precipitately, and so saved himself. It did not take Mr. Robinson a moment to fly upstairs and drag the child back through the window out of which he had climbed.

"Did he ever try that before?" I asked after we had all quieted down.

"No, that is something quite new," replied Tommie's mother, "but he understood perfectly that he was doing wrong. He has a naughty streak on; only this afternoon he deliberately tore the cut flowers out of the vase and threw them on the floor. Lately he seems determined to be as bad as he can."

"The young chap is just trying to get your goat, Mary," laughed Mr. Robinson, "don't let him do it."

"I wish you wouldn't laugh about it, John," replied his wife. "It's really very annoying. Besides, we don't want him to grow up like that awful Stanley boy, just a show-off, do we, Doctor?"

"If you appeal to me," I declared, "I'll say you are both right. You don't want Tommie to be a show-off, of course. On the other hand, it is never a good idea to take these little demonstrations too seriously. There is no doubt some reason behind his recent behavior; perhaps we can figure out what it is."

"Have you any idea what it can be, Doctor?" asked Mrs. Robinson.

"From what you tell me, the young

fellow seems anxious all of a sudden to make himself felt. Do you think he has been getting less attention than he is used to, and feels that he must do something about it?"

"Why, I don't know," hesitated Mrs. Robinson. "Of course all that long time that Nancy was ill and was convalescing, she was my first care; she had to be. But I made sure Tommie had everything he needed."

"I'm quite sure of that," I returned. "But it is conceivable, all the same, that he may have felt himself 'slipping'—not so important in the family circle as he used to be. Children are very keen to sense a loss of importance, and make up for it to themselves in the only ways they know. They don't reason it out, of course; but they know that if they cause a sensation, they at least won't be forgotten."

"Perhaps I have neglected him, without meaning to," admitted Mrs. Robinson. "I suppose, in that case, the thing to do is to begin to take more notice of him, isn't it?"

"I should say so; but *not*, of course, at a time when he is doing something outrageous, like throwing the flowers on the floor. At times like that, I would ignore him. He will soon learn that he can't make an impression in that way. But when he is good, then find occasions, plenty of them, to praise him,

so that he will regain his assurance of your interest in him. If he gets the attention he seems to crave through good behavior, he won't need to turn to naughtiness. Don't you agree, John?"

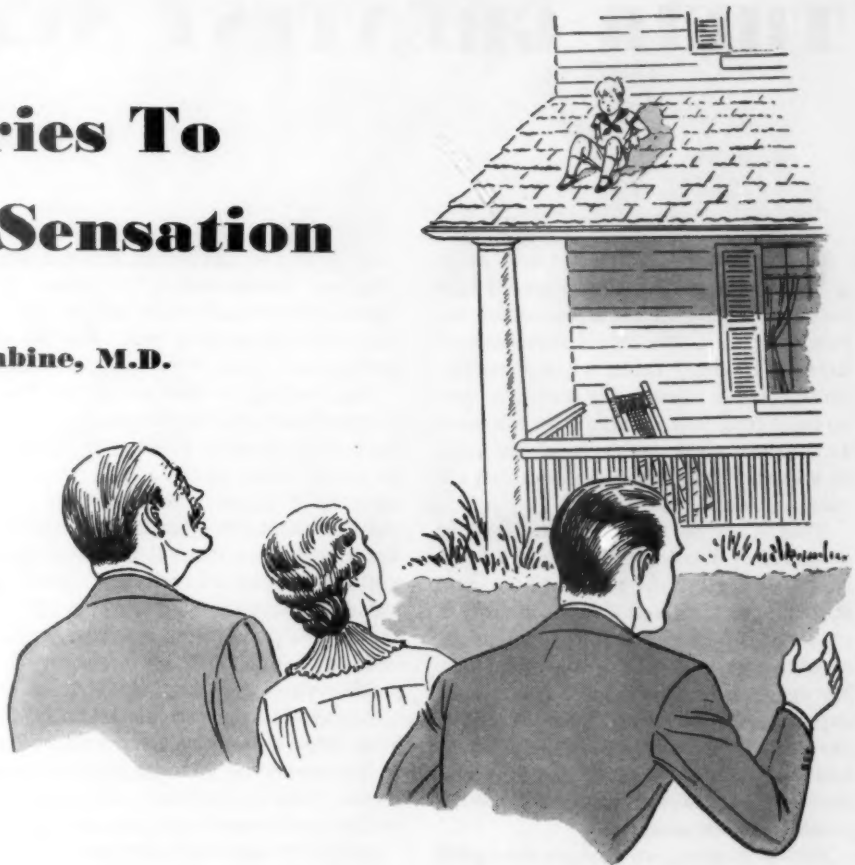
"Before I answer your question, let me ask you one," replied Mr. Robinson. "Is it your idea that the 'sensational' type of naughtiness is always due to neglect of some sort?"

"Not always," I replied. "But the probability is that children who behave in that way are trying either to get back to the center of the stage, or to make up to themselves for a feeling of inferiority; or sometimes they simply enjoy the sense of power which scandalizing grown-ups gives them."

"The way the older children have always made a fuss over Tommie, it doesn't seem likely he is bothered with feeling inferior," said Tommie's mother, smiling.

"No," I replied. "He has probably just been a little jealous of the attention you have given Nancy, and he has enjoyed his experiments in forcing you to notice him. Now Nancy is well, I don't believe you will have any difficulty in breaking him of the habit."

Coming in July:
THE FAMILY TAKES A
VACATION



THEIR GREATEST NEED

by James McBride Dabbs

A CHILD is both mind and body. For his proper development both mind and body must be cared for but not pampered. The entire problem may arise at a dinner table, when a healthy child refuses to eat: we wish his body to have food, but we also wish his mind to attain a right estimate of his place in society. What shall we do about his refusal to eat?

This is not an article on the feeding of children, though as a father I have faced that question many times, and still do, on occasion. That is merely a detail of the larger problem, the proper care of the child's mind and body. My opinions on this matter come from experience and observation. I think particularly of three families I have known, each of which handled the problem in a different fashion and with greater or less success.

I think first of two parents who provided and cared for their children's bodies slavishly, and who had, consequently, little time or thought for their spirits. The casual observer would have called them good parents. The children were well clothed and fed, careless, happy, and amused. But as I came to know the family better, I recognized certain unfortunate tendencies, which the passing years have accentuated.

In the children I observed an undue concern for comforts, for things, for the material world. This was entirely natural. Did they not see their parents slaving to procure things, giving little time to minds and spirits? How could they arrive at the reasonable view that, though things are necessary to life, the finest life lies in relative freedom from things in the world of the spirit? The fact that the parents' intentions were in the main good made little difference. Unfortunately, good intentions alone do not make good actions.

Furthermore, the children tended to accept these material gifts with little gratitude. But how could we expect them to be grateful? True gratitude is a flower of the spirit, which blooms when the spirit has been nurtured. Something deep in their hearts, I think, whispered that such gifts alone were hardly worthy; that there was something else, though they did not know what. Consequently, though they

still accepted the gifts, indeed surrounded themselves with things and apparently became more and more involved in them, they were not deeply happy; and they were not grateful.

But feeling in the air about their parents' half-spoken demand for gratitude, they were ill at ease, and tended to avoid their parents and to associate with those who made no such galling demands—for the unnatural demand for gratitude is the most galling of all. They tended particularly to associate with those, if they could find them, who gave them not things, but understanding.

Observing this, I realized that we are most deeply attracted to those who, filled with faith in our ability to do for ourselves, give us faith in ourselves. This is the one gift that can be given and received without danger—except in so far as life itself, being adventure, is danger—for this is life. The recipient does not need to feel grateful; he is grateful, for he has found within himself the secret of achievement, and knows himself the giver as well as the receiver of life. Man's deepest need is to believe that he can succeed by his own efforts. To give him everything is to deny him even the chance of success. These parents might have said that they were giving their children things in order to prepare them for success later. But there is only one preparation for success, and that is success—or not too dismal failure.

In the parents themselves, I ob-



served also the warping effects of an extreme concern with things. Spending their lives providing things, they naturally—indeed, inevitably—came to feel that things were of importance. And, though I did not know it then, later years have revealed that, deep down, they were expecting their children to provide for them when they grew old. The children should provide for them, of course; but it was unfortunate that the parents let themselves think of their labors as a kind of loan, to be paid back later. We have our children because we want them; we care for them because we love them. But these parents expected to be repaid, and, worse still, repaid in part in the ethereal coin of gratitude. At times, in complaint, they even demanded gratitude. A thankless child may be, as King Lear said, sharper than a serpent's tooth, but a parent who complains of his child's thanklessness is the poison itself. This terrible but subtle poison worked in the lives of them all, embittering the parents and driving away the children. The truth about gratitude is this: we should always be grateful for benefits received; we should never *expect* gratitude for benefits conferred. When we give a gift, we should give it freely.

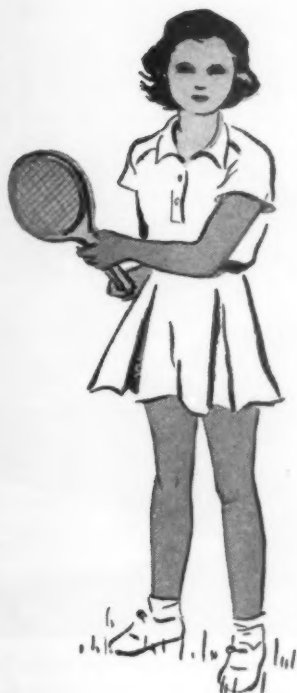
I THINK next of two parents who cared for their children's minds and spirits, who understood them and were understood by them, but who failed to care properly for their bodies. And they failed here, I think, not because of lack of means, but partly because of the effort involved, partly because of their theory that children should rough it. Undoubtedly we must have some roughness in both our physical and our spiritual lives. Otherwise we shall become jelly-fish. But how much? In particular, in regard to the body, how much? George Santayana, the philosopher, has a sentence that applies here: "All experience is physical in its origin and spiritual in its possible fruits." It is in, and through, and upon our bodies that we bear the fruits of the spirit. Occasionally a beautiful spirit blooms in a diseased, thwarted body. Usually, however, physical weakness results finally in spiritual weak- (Continued on page 34)

Washables

for SUMMER DAYS

by

Barbara Schwinn



TO DRESS your family sensibly as well as attractively (which entails keeping them neat and clean *most* of the time) used to be a real problem, and still can be, unless you plan carefully. The secret, of course, is in clothes that respond readily to frequent launderings, and still retain their original freshness and pep. In other words, for attractiveness as well as economy you will want to provide clothes that are guaranteed "fast color," and materials that are "Sanforized-shrunk." Keeping these two little golden rules well in mind, plan the summer wardrobe, and rest assured that whether you do the sewing, or buy ready-made garments, your little darlings will still be well-dressed at the end of the summer! For nowadays, both dark and pastel shades come guaranteed to remain so, and clothes from the roughest of play things to the dressiest party wear will survive countless ordeals by soap and water.

• Center left: A play suit of heavy yellow mesh suitable for any age. This soft and pliable material wears like iron, is very inexpensive, and is exceedingly easy to launder. The suit is made in two pieces. If you can provide two suits like this, in different but harmonious colors, waist and shorts may be interchanged for interesting variety.

• Lower left: Hand blocked linen makes the darling green and white pantie dress with the matching sunbonnet. As the sunbonnet brim buttons to the crown, it is easily laundered. The box pleats in the dress are fairly large and no trick to iron.

• Lower right: Sailor suits for active young seamen will naturally come in for a lot of rough wear. This one of white drill will withstand much hard

usage. It is bordered with the same material in navy blue and has as ornamentation a jaunty tie and two nautical stars on the collar.

• Top center: Yellow piqué fashions a dainty dress with surplice collar tying in the back for a two year old. Panties to match are a boon to mothers and add to baby's stylishness by hiding the usual plain white under-panties.

• Top right: For the spring party dress the dotted Swiss of turquoise blue with brown dots would be perfect. The brown is carried out in the piping and again in the little tailored bow at the neck.



The Playroom

A ROOM for people who are growing up should be able to grow up with them. Not in size, perhaps, since the windows and floor space and doors of a room which is part of a grown-up house may partake of its necessary permanence and stability. But once inside the playroom, there should be plenty of room for those essentials of growth—change and adventure.

For these reasons, when we were building a house for a growing family, we were not too much cast down that the limits of time and money forced us to leave the playroom "in the raw." The two children were both under four years old then and I was running a small nursery school of which they formed the nucleus. It brought into their playroom six or eight other small children for three hours each day. So, in planning the house, I had it foremost in mind that the playroom was to be shared with their friends as my own dining room and living room were to be shared with mine. Just as I thought of making my part of the house flexible and expansive enough for the demands of hospitality, I thought of a children's playroom which should make their friends at home whenever they came.

For that reason we put it on the ground floor with one door from the front hall and another to a sunny play porch which gave access to the room without the need of using the grown-up's door at all. It had its own coat closet with low hooks and a box for rubbers, a little lavatory with fixtures of a size to fit nursery school children, an entrance to the pantry so that either full meals or hospitable snacks of milk and graham crackers were easily acquired. There were two double-casements to south and east. Opened, they made the room almost an outdoor place.

The friendly accessibility of the room made it easy when children dropped in (as they did in and out of school hours) to establish them at once in a place where they belonged with furniture their own size, and with a broad expanse of floor space for blocks and wagons and trains. Little children love space, especially on the floor. Not only their movements with rolling-stock and animals and balls require it



When the children were young, the playroom supplied floor space for games, wall space for early art, and simple pictures for decoration

as a field of action. They need plenty of room on the floor for building and sorting and crawling around a drawing of generous design. If the furniture can be light and flexible enough to disappear when the floor is to be used for major activities, it will greatly increase the possibilities of the room.

A small slide which could be folded up and put in the closet when not needed, and even a see-saw on its own stand, were there to provide for moments of bodily activity so necessary to little children. A folding screen, which could become a house or a store or merely a partition between the activities of two groups, stood out of the way behind the door till it was called on to transform the room for special uses.

IT was fortunate, perhaps, that the expense of building and furnishing a new house left us too poor to "decorate" the playroom at all. The walls, sheathed with rough-surfaced wall-

board, were left their own natural brown color with no paint or paper or even the wooden strips to cover the seams. The trim and the batten doors of old Connecticut chestnut, picturesquely and genuinely punctured with worm-holes, were given a rubbing down with ammonia and umber which toned them to a warm brown without raising the grain. Some well-loved wood-cuts of Nicholson's farmyard beasts and birds were hung up in passe partout frames, and with their brown and orange and black tones, gave a simple plan of color. The casement curtains, hung with rings so they served as shades, carried out the color and the farmyard design with orange pictures of barns and sheepfolds and cow pastures on a creamy ground. An old black and orange Navajo rug, which had grown a little shabby since it had graced Father's room at college, lay on the floor. It was small and light enough to be rolled up when it interfered with block-building or bowling or croquet. The furniture was made of

Grows Up

by
Adelaide Nichols Baker

wood left over from the house, chestnut bookshelves very low with spaces to fit the first wide picture books, small bench-tables which slipped in under the shelves so that they were out of the way when floor space was called for and could be pulled out when refreshments were to be served or a place for arts and crafts was needed.

The plain walls were fine places to pin up the children's works of art with thumb tacks, pins, or whatever came handy. Nothing could be hurt. It was a simple room, almost barnlike, in fact. No wonder kittens, who will sharpen claws on walls of Celotex, and a brooder full of young chicks and a few tanks of fish and turtles seemed as much at home as the children and did as little harm. It was a room growing up with growing young things, not a finished apartment which they could deface or disorder.

When, with time, the walls grew

sunburned and pricked with too many pin holes and kittens' claws, and the old childish works of art hung askew, despised by the children who were learning better in first grade at the public school, they began to remodel the playroom in accordance with their expanding interests. John's big, gay-colored maps, collected from gas stations and school projects, covered more and more wall space. We had to take down the farmyard friends to make room for them. The brown background disappeared at last beneath a patchwork covering on which the wide world was spread. The globe, his most cherished possession, took central place on the broad window-sill with stamp books piled beside it.

The floor was still an arena of adventure. But not now the casual play of rolling about on kiddie cars or piling up blocks to tear down again. It was used instead for permanent block

structures which must be respected even by cleaning women and puppies till the day of their active service was done. An airplane hangar or bus terminal full of toys or a fort manned to resist the invasion of celluloid Indians might hold their own for weeks till they became part of the furnishing of the room.

Carol's special interests, which were dramatic and literary, also gave color to the room. A big, brass-cornered chest for costumes assumed the place of a temporary window-seat. There she collected old scarves and feathers and aprons like any little magpie. And dressing-up became the high point of an afternoon with the girls who came in to play. About this time the doll house, too, encroached on the floor space. It was a big, sturdy structure discovered at a second-hand store and refurbished with high enthusiasm. It stood before the other window, and the row of house plants that flourished on the broad sill behind it waved over its roof like green tree tops.

One wall disappeared behind a new set of bookshelves for the growing collection of books, with a cupboard underneath for the new games. The children helped paint the shelves brown with orange linings. On the top shelf the orange background threw into gay relief Carol's collection of dolls from all the countries of the world. By the time she was seven, the gifts of traveling friends and relatives had increased their number till they demanded a place for themselves. They gave a happy echo to the motif of wanderlust shown in John's wall-covering of maps.

IN a year or so, the maps began to curl and fade and fall down, and the new aesthetic sense that was growing up in the little girl demanded something pretty and fresh.

"I'd like the walls papered or painted like yours, Mother."

"But then I can't pin up maps any more," objected the boy.

"We might paint maps on the wall," suggested (Continued on page 34)



Later the room was remodeled in accordance with expanding interests, and the lovely home-made murals were evolved by the whole family

What Shall We Teach in Our Schools?

by A. L. THRELKELD

WHAT shall we teach in our schools? The nature of our times forces this question upon us for serious reconsideration. In a static social order the function of the schools is established, but in times of rapid change no such settled situation confronts the schools. In such a period we do not have agreement as to what should be taught.

Consider our perplexity in the field of economics. Generally, in any society, schools are expected to indoctrinate the pupils in the field of established economic tenets, but now we are faced by the baffling fact that our society is not agreed as to what economic tenets it should accept and teach in its schools. To be sure, we still want our citizens to be thrifty; so we can say to the schools, "Teach thrift." But the rub comes with the question, what is thrift today? In the days of the McGuffey readers we had an accepted philosophy of thrift. In brief, thrift consisted of saving by not spending. Today some people still hold to that idea, but others say we are living in an age when we can best effect security—the objective of thrift—by keeping money in circulation through spending. How could we define thrift today in specific terms that would be so generally accepted that the definition could be concertedly taught in our schools?

And this is only one illustration taken from our present confusion in economics. We are faced by scores of perplexities concerning what we should teach. Economics is only one area, albeit a very important one, in which we are perplexed.

A major question of social policy is raised by those who are pointing out that in a democracy we should not try to have a fixed social order; and, therefore, it should not be the function of the schools in a democracy to indoctrinate boys and girls in terms of a fixed system. They argue that fixed social systems are characterized only by autocracies, dictatorships, and rigid caste arrangements, all of which are antithetical to a democracy. They argue that democracy is something that is never fully realized, that it is always on the make, and that a society that cannot keep the creative factor alive in itself cannot live up to the implications of democracy. From this point of view, the schools should train pupils in the power of analysis and constructive criticism, so that they would always be trying to find the better way. They would be led to believe in change, constructively directed, as the only permanent principle upon which to build life.

Others oppose this point of view. They would have us first agree upon a fixed social order and then indoctrinate the pupils to believe in this order and to fit themselves into it. Compromise positions are taken between these two ideas, but obviously no general agreement stands out with sufficient clearness to guide the schools. Now what are we going to do about all of this?

In our country such a question can be answered only by the people. We have no dictator to settle this question for us. From the earliest days of our public schools the power to decide upon fundamental educational objectives and policies has been vested in the people. The American Revolution, in its implications for all institutions that shape public policy, was a reaction against rule from the top down. In one sweep we went from the extreme of autocracy to the extreme of local self-government. In the schools we went so far as to place control in the hands, generally, of local boards of education, elected by the immediate community of the school. We have rebounded somewhat from this extreme idea of local control in the direction of some control through state and federal departments, but the determination of fundamental educational objectives and policies still rests with the people. There is only one way, then, by which we can determine what the schools are to do with reference to the perplexing questions that now face us. And that is by the method of free public discussion. To bring about such discussion is, I believe, the most important function of parent-teacher associations.

The National Congress of Parents and Teachers has been performing, and it is performing, invaluable service in developing intelligence with regard to the function of the school in the present situation. By seriously attacking the problem of bringing about thorough community discussion of the educational implications of the important social issues that now face our country, it can, through the leadership of its thousands of local associations, involve practically the entire public in answering this question: What shall we teach in our schools? If the year's program of every local parent-teacher association in the United States is characterized by carefully planned discussion of this question, we shall have the best assurance possible that we are on the way to the most constructive answer. In discussion so planned, every effort is made to bring all available intelligence on each side of every important issue into the light of day. When this is done, we need have no fear concerning the decision the people will make, unless we have no faith in democracy as a way of life. Let us, at the various meetings of our local parent-teacher associations, and in our larger meetings, keep directly at this question.



To all mankind she left a rich inheritance

IN the year 1854, Florence Nightingale, profoundly stirred by reports of the suffering and misery of the sick and wounded soldiers in the Crimean War, packed her things and set sail for the war area.

There, this brave woman brought mercy to more than 10,000 suffering men. To these stricken soldiers, she was an angel. To the officials who had permitted their misery, she was a fury. She worked, she fought, she administered, she commanded. And in a few short months, she had miraculously brought order out of chaos, substituted comfort for horror.

When peace brought quiet again to the Crimea, Florence Nightingale fought on. She established nursing homes, and became the mother of modern nursing. She crusaded not only for better military

hospital conditions, but for better hospitals *everywhere*. Her name and her work have become a legend to those who devote their lives to healing the sick.

Recently the hospitals of America celebrated Florence Nightingale's birthday. They extended you an invitation—to come and learn exactly what goes on inside a hospital, and the part the hospital plays in the welfare of your community.

The hospital is, of course, the place in which are *concentrated* the equipment and facilities that science has evolved for the treatment and cure of illness. In the hospital, your physician's efforts are supplemented by the competent assistance of staff doctors, internes, pharmacists, nurses, laboratory workers, and dietitians. *Every member* of this staff is

trained to care sympathetically and intelligently for the sick. And the hospital is so organized that the service continues for 24 hours a day.

Visit one of the hospitals in your community. Then if your physician should advise you or one of your family to go to a hospital, you will *know*, from having seen with your own eyes, what an efficient, friendly, peaceful place it is.

This advertisement is published by Parke, Davis & Company, Detroit, Mich., world's largest makers of pharmaceutical and biological products, in the interest of a better understanding of hospitals and the work they do.

VISIT YOUR HOSPITAL

THE CHILD IN THE HOME

(Continued from page 7)

and in so doing have much satisfaction in the present and at the same time lay a good foundation for the future.

The home should give the child a feeling of satisfaction and security that is not obtainable elsewhere. If the child is to find satisfaction in his home, to seek his parents for advice, his relations with the members of his family must be happy ones. Not that the child must always be given his own way or be permitted to "rule the roost." Such a child is often unhappy at home. The child should learn that home is a place where all members give and take, where his rights are respected, where his best friends live, where he shares responsibilities and pleasures with the other members, where he learns to do many things, some of which he may not enjoy but which give him satisfaction in the end. If the child does not have the opportunity to learn these things he has been cheated.

HOW many mothers have said, "My child just has a temper tantrum when she has to help with the dishes at home, but she will go to Aunt Mary's and do them three times a day and think that she is having a good time." Many times it is not the activity itself but the attitude of those about us which brings us satisfaction or dissatisfaction. Many factors contribute to a child's dislike for an activity. He may have been forced to do it with no appreciation of his accomplishment; he may resent his mother's and father's attitude toward him; he may not have been given any choice in the task, which may conflict with something which is very important to him. Through wise guidance the sharing of responsibilities in the home may become a very satisfying experience to the child, as the following example illustrates.

A college graduate says that when she was about ten years of age she developed a dislike of doing dishes. One day her mother called her and her sister and brother together and talked over with them the help she needed in the home. It was decided that each should choose the things he preferred to do on Saturday, the day they were free from school. Valora chose to clean the upstairs (five rooms) rather than wash the dishes. Each Saturday she worked all morning getting the upstairs cleaned and was quite happy in doing it. The upstairs rooms became a great interest of hers, and she sometimes discussed with her mother ideas for making them more attractive. She often thought to herself how much better she was treated by her mother than other girls by theirs, because she did not have to do the dishes. As she

looks back she realizes that she could have washed the dishes in one-third the time that it took her to clean the upstairs.

Every experience the child has in the home contributes to his attitude toward home life and his own family. Parents, by helping their boys and girls to live satisfactorily in their homes, respecting their rights, helping them to take responsibility for their behavior, and helping them to learn satisfactory ways of meeting their everyday problems, are not only providing them with a happy childhood but also preparing them for a happy, well-adjusted adult life. Time spent together in both work and play by parents and children furnishes a basis for sympathy and understanding which cements family ties as possibly nothing else can do.

Knowing what we wish the child to learn in the home is one thing, but knowing how the child learns to do it is another. We have frequently heard it said that if the parent sets a good example for his child, he need not worry about the child's behavior. A good example is an excellent thing, but it takes more than an example for children to learn to behave satisfactorily. If the home is to foster suitable learning situations which are pleasing to the child, the parents must know how children learn desirable ways of behaving. The first rule of learning is that a child learns what he practices with meaning and satisfaction. If we wish him to learn to behave in a certain way we must see that he has practice along this line, knows what he is practicing, and gets satisfaction from it. What does this mean in everyday situations? For example: Tommy, a three-year-old, was playing on the floor. His mother called, "Come to dinner." Tommy made no response and continued playing. When the father took hold of the boy and said, "Didn't you hear your mother call 'come to dinner'?" Tommy replied, "Yes, but she only called once." Tommy had learned from experience that when his mother called, "Come to dinner," he continued playing; when she called the second time, he continued playing; but when she called the third time he went. Thus the words "come to dinner" meant "come to the table when mother calls the third time." If this mother wants her child to learn that "come to dinner" means to put his things away at once and go, she must see that the child comes to dinner when the words are spoken; furthermore, she should attempt to make the experience satisfying so that he will wish to continue this learning.

The parent should not only provide opportunities for practicing the desirable behavior, but should also prevent the practice of undesirable be-

havior. Since it is difficult, if not impossible, to unlearn behavior once learned, the mother increases her problem many times by permitting the undesirable learning to take place first.

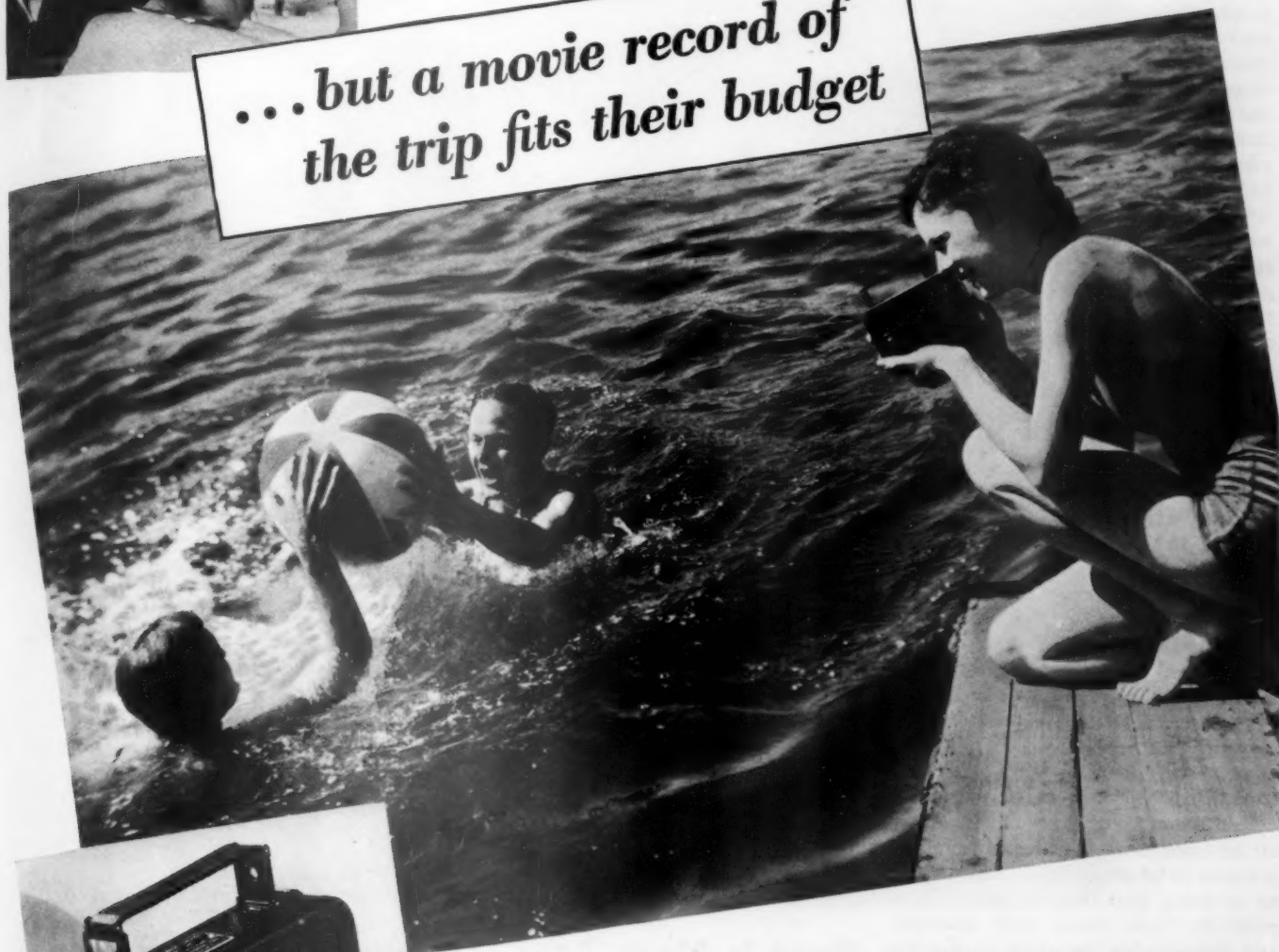
ANOTHER important principle that should be kept in mind is that all learning is very gradual. Adults must not expect learning to take place immediately. Much practice, with gradually increasing skill, is required for learning to become habit. In learning the physical routine of life—eating, sleeping, washing, etc.—step by step the child learns the skills necessary to complete the activity successfully. Learning routine is a gradual process; learning to behave satisfactorily in a social situation is a matter of gradual growth based upon choosing wisely between alternatives. Unless the child has had practice in making choices, the level of these choices increasing with age, there is no reason why he should be expected to make as wise choices as an adult. In other words, those parents who make all the decisions for their children have no right to expect social maturity from their children when they have become physically mature. The parent has two problems to face if he wishes the child to be able to meet situations in a mature way and assume responsibility for his actions: he must give the child practice in making choices and at the same time he must see that the child meets situations in a desirable way. Thus, the field of choice must be kept on the level of the child; it must be so set up that the choices he makes in any situation will give opportunity for practicing satisfactory behavior.

Naturally, one cannot permit a preschool child to choose in important issues, but he can, for example, when going for a walk, choose whether to walk in one direction or the other, or whether to wear his blue suit or his red suit. In giving alternative choices to a young child the parent must so state the choices that at the same time as the purpose of the parent is achieved, the child feels that his rights of choice are respected. Thus, a three-year-old who was holding the screen door open during the fly season was asked, "Will you close the door?" The child said "No." If the adult wishes to respect the child's right of choice, she had no comeback, because the alternative she had given the child was between "yes" or "no" and the child had the right to choose either. If she wanted him to learn that during the summer season the screen door should be closed as quickly as possible when one enters the room she might have said, "Can you close the door by yourself, or shall I help you close it?" No matter which of these alternatives the child chose, (Continued on page 28)



They have to keep their vacation expenses down

...but a movie record of the trip fits their budget



A NEW-TYPE CAMERA . . . a special film . . . here's the answer to low-cost movies. A twenty-five foot roll of Ciné-Kodak Eight Film runs as long on the screen as 100 feet of amateur standard home movie film. The Eight makes 20 to 30 movie "shots"—each as long as the average scene in the newsreels—on a roll of film costing \$2.25, finished, ready to show. Ciné-Kodak Eight is small, sturdy—costs but \$34.50.

IT IS their first vacation together. And what fun they are having—all on a very close budget, too.

But inexpensive as this vacation must be—they can still afford to make a movie record of it . . . a record that will let them live the happy days over again. A new type of camera and film makes it possible.

Ciné-Kodak Eight was de-

signed for a single purpose . . . to bring home movies to people of limited incomes. It is the camera you have hoped for . . . Now exciting action records cost only a few cents each. And they are as easy to make as snapshots.

See the Eight and the fine pictures it makes. Discover its economy at your dealer's today . . . Eastman Kodak Company, Rochester, N. Y.

Ciné-Kodak Eight

... home movies at less than 10¢ a "shot"

THE CHILD IN THE HOME

Continued from page 26)

the door would be closed. Gradually through such practice the child learns that adults respect his choice.

Another important fact that parents should keep in mind is that training or learning transfers from one situation to another only to a very slight degree unless the connection between the situations is made clear. Jane's mother related that though her three-year-old daughter had been told dozens of times not to run across the street when playing in her own yard, she paid no attention but, when something attracted her attention, would run across the street without looking to see if a car was coming. However, when she was in play school, she waited with the children at the intersection and looked both ways before going across. Jane's mother thought that Jane was simply being obstinate so far as the home situation went. Jane's mother was helped to see that Jane had practiced one type of learning in going across the street at school and another at home, that the situations were quite different to her, and that if she was to cross the street carefully at home she must be given practice in this new behavior at home, so that it would become linked up with all "crossing street" situations. As the child gets older, the learning in one situation carries over more fully to another, because he is better able to see the connection between the two.

Thus, if parents wish their children to learn suitable ways of behaving, they should keep in mind that all learning is very gradual; that desirable ways of behaving are not learned all at once, but as a result of much practice in which the child knows what he is doing and receives satisfaction from it; that, since both desirable and undesirable behavior is learned through meaningful practice, the parent should be extremely careful to provide opportunities for practicing socially acceptable behavior and prevent and redirect non-acceptable ways of behaving; that the thinking, feeling, and doing sides of an experience are always present in every situation and should be kept on the same level if they wish learning to proceed normally. They must keep in mind that successful behavior learned in one situation will carry over to others only so far as the child is able to see the connection between the situations.

As parents more truly understand the contributions the home has to make to the learning of the child and how this learning takes place, the home will more nearly meet the educational challenge that is being placed before it.

IT'S UP TO US

What Children Do

by Alice Sowers and Alice L. Wood

Illustrations by IRIS BEATTY JOHNSON

Son: But Dad, you promised me the car tonight!
Father: I know I did, Wayne, but I've changed my mind.



Son: You said I could use the car tonight.
Father: So I did, Hoyt, I had forgotten all about it. Won't you run me down town first?

Hoyt Is More Apt to Have Faith in His Father

Because

"Dad always keeps his promises." He knows he can count upon him. Even though Father has forgotten his promise about the car, when he is reminded he seeks a way out that will be satisfactory to both of them. Hoyt is treated as an equal by his father; there is a mutual respect between them. . . .

Wayne, thwarted and deeply disappointed, feels he is being treated like a baby. His father does not seem to realize that he is growing up; that his activities are important to him. How is he to explain to his girl that

his father changed his mind at the last minute? How can he face the gang tomorrow? He mutters to himself, "You'll be sorry; I'll get even some way." One after another, ways of "getting even" pass through his mind; if carried out, any one of them might bring unhappiness, sorrow, or disgrace upon Wayne and his family. . . . Hoyt has the great security, so much needed by young people in the world today—that of knowing he will find sympathetic understanding at home and of seeing the daily examples of his parents who keep faith with him.



"I HEARD THE DOCTOR TELL MOTHER..."

"I can remember it very well, though it was all of a year ago! He said, 'It's time for daughter Dorothy (that's me, you know) to start eating canned strained vegetables'.

"Was I excited! At last a little variety in my menus. And look how I'm growing to be a big girl already!"

Doctors recommend canned infant food for two reasons. They are made more digestible by very fine straining,

which is a difficult if not impossible task in the home kitchen. And they're *sealed-cooked*—cooked, as all canned foods are cooked, in the can after the can is sealed—a process that conserves in high degree important nutritive values.

Vitamin C is one of these. When you cook vegetables at home, the cooking is usually done in an open vessel, which means that vitamin C is liable

to destruction by oxygen of the air. But in the canning method, cooking is done after most of the air has been removed from the can. Thus vitamin C is afforded a high degree of protection.



The Seal of Acceptance denotes that the statements in this advertisement are acceptable to the Committee on Foods of the American Medical Association.

Home Economics Department

AMERICAN CAN COMPANY

230 Park Avenue, New York

In writing to advertisers, please mention The NATIONAL PARENT-TEACHER MAGAZINE

THEY'RE SIXTEEN ALREADY!

(Continued from page 9)

who are eager to get a job in industry or business and literally thousands who do not know what they want to do nor what they are fitted to do. Many states have boards of vocational education assisted by state and federal funds which assist local trade schools and agricultural schools. Cities have commercial high schools or commercial courses in general high schools. And there are many—too many—private commercial schools run for profit. Everywhere, the teaching of manual training and home economics is becoming more practical.

During the years of unemployment, both public and private agencies have established many new courses of a vocational or pre-vocational nature. Buffalo has given training in auto-mechanics, tire repairing, battery, radio, and auto ignition, wood-working, steam engineering, commercial subjects, and many arts and crafts. Madison, Wisconsin, has special courses in commercial photography and photographic retouching, plumbing according to the needs of the trade, mechanics, beauty culture, food in tea rooms and restaurants, and a variety of arts and crafts. In Colorado and several adjacent states, a pre-depression system of cooperative school and shop training has been greatly expanded. In Virginia, where the Department of Public Instruction has made a statewide survey of conditions, special projects and courses are offered in such fields as auto-mechanics, repairing gas engines on farms, electrical pumps, mechanical refrigerators, and lighting plants. In Williamsport, Pennsylvania, the Chamber of Commerce, the service clubs, and other agencies have cooperated with the schools in providing re-training classes for men and boys who have lost their jobs. The machine shop of the local trade school has given special training to selected young graduates, using "scrap" materials lent by the factories. A "graduates club" has been formed to discuss employment problems and to find work for the members. About 30 per cent of the members have secured jobs, but the local factories prefer young men of twenty and over. A full-time coördinator between schools and industries has been employed. In New York City, the Vocational Service for Juniors—a non-public agency—has prepared a pamphlet listing all training opportunities in the city.

If your boys and girls are eager to prepare themselves for a given occupation, find out just what facilities for training exist in your community or may be set up if all civic agencies are mobilized.

VOCATIONAL GUIDANCE

TODAY, however, all over the country, employers, trade unions, federal-state employment offices, and those concerned with vocational education agree that there is little or no chance of employment for the untrained young person under twenty and not much more for the young person over twenty if he or she is without training. Moreover, occupational demands and types of training required are shifting rapidly. Do not, therefore, let your boy and girl enter upon preparation for an occupation already overcrowded, such as clerical work or nursing, and do not let them choose a type of training for which their preparation and their abilities and tastes do not suit them. Above all, do not let them lose time and money in taking some high-sounding "correspondence course" in a field which they will never be able to enter. Here is where sound vocational guidance comes in to reduce the immense waste of time, hope, money, and energy which results from misfits in the working world.

Find out what agencies exist in your community for counseling the young and testing their general and vocational aptitudes. City school systems maintain psychological laboratories and many high schools employ educational and vocational counselors and make studies of the occupational experiences of their graduates. Many cities have child guidance clinics in charge of psychiatrists and psychiatric social workers, to which adolescents with emotional or behavior difficulties may be referred and straightened out. Highly specialized vocation aptitude tests at least reveal those who are conspicuously unfitted for certain kinds of work. Y.M.C.A.'s, Y.M.H.A.'s, Y.W.C.A.'s and Y.W.H.S.'s, settlement houses, churches, service clubs, youth councils, and similar agencies often render vocational guidance of some kind. But too often these efforts are scattered, ill-equipped, and ill-informed about local occupations.

Today, every community needs a central vocational guidance service, staffed by experts and making continuous studies of local occupational needs and trends. In Berkeley, California, the Emergency Coördinating Council has made a study of all the counseling services offered by schools, churches, lodges, service agencies, with the object of setting up a central vocational guidance clearing-house. In Norwalk, Connecticut, a guidance clinic has been established through the efforts of the Director of Adult Guidance of the State Board of Education and preceded by a detailed study of local occupations. It gives mental and aptitude tests, talks on careers, and evening courses on the psychology of

everyday life. In Minneapolis, the Board of Education has provided a full-time guidance expert, who has his office in the public library, and offers the testing facilities of the school system to all without charge.

There is no undertaking which a parent-teacher association can promote with greater returns to the young than a survey of existing guidance resources in the community and an endeavor to coördinate and supplement them and to bring them to the attention of every young person groping to find a satisfactory place in life.

Meanwhile, fathers and mothers—and every good citizen—should encourage young people to find—or make—jobs for themselves of a temporary character. Let them study their own neighborhoods and discover what everyday neighborhood services they can render—looking after children, reading to "shut-ins," running errands, washing cars and windows, weeding gardens, cutting and watering lawns, shoveling snow, splitting and carrying firewood, mending and darning, washing dishes, dusting rooms. In a number of places, boys and girls have formed "Find-Your-Own-Job" clubs, with considerable success. The very fact of meeting as a group and pooling their abilities and knowledge or possible jobs has improved their morale and sharpened their wits. Some of these groups have developed into vocational guidance clubs to discuss future occupations and the necessary training, often with an adult adviser whom they have asked to help them. Other groups have formed themselves into "hobby clubs."

Today, too, libraries are opening "youth rooms" and museums are introducing special classes in fine and applied arts for young people. The Newark Museum has a "hobby shop" where boys and girls may do creative work at trifling cost. Many settlement houses have workshops and music schools where young people may work and receive instruction. Small places might well set up town or village workshops under the direction of retired craftsmen in the community. New Hampshire has a statewide system of craft centers with high standards of workmanship.

Another new movement with a strong appeal for young people is the American Youth Hostel Association with headquarters in Northfield, Massachusetts, which has opened a chain of thirty-three hostels in New England, where boys and girls over sixteen may stay for from one to three nights at a cost of twenty-five cents a night, plus food which they cook themselves. It is proposed to extend these hostel "loops" to every part of scenic America. Each hostel has a responsible man and wife in charge.

They offer a remarkable chance for fathers—and mothers, too—to have a delightful and inexpensive holiday with their young folk.

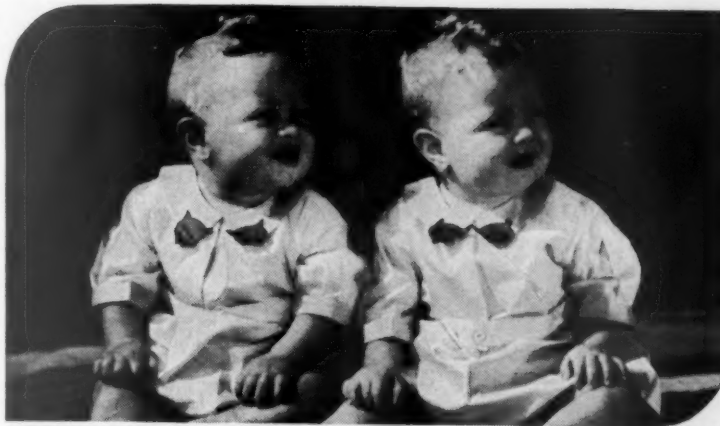
YOUTH'S CHANGING STATUS

LOOKING beyond the depression to the place of young people from sixteen to twenty-five in the modern world, we have many new and serious problems to face. The young as well as the old form a special group in industrial and business life whose needs are not adequately met and for whom there must be wise planning. Unless new types of education are devised to fill them, the years from sixteen to twenty will become "lost years," with all that that involves, for young people themselves, and for society as a whole.

1. The increased and increasing use of machines and better business organization are reducing the number of workers required in both industry and commerce.
2. Employers are increasingly unwilling to employ workers under eighteen or twenty, and then, only if they have some definite skill to offer. The day of the unskilled and routine worker is almost over.
3. The education provided for young people between sixteen and twenty who do not go on to college or technical school must be of a definitely trade and technical character and not merely on the old cultural patterns. It must give opportunities for try-out work and experiences through new kinds of apprenticeship or by other methods. Many new trade schools of various types must be established.
4. There must be continuous and detailed studies of industries and other occupations in every community.
5. There must be a centralized vocational guidance service in every community, based upon the above studies and providing skilled counselors, mental and vocational aptitude tests, and adjustment of emotional and social problems.

A longer period of education and new types of school and other services will cost money. But society cannot afford not to make the investment. It is cheaper—to put it only on that ground—to fit young people for life than to pay the bills for relief, delinquency, and crime. If it costs a round hundred dollars a year to keep a boy or a girl in public school, it costs from \$300 to \$400 to keep a person in a correctional or penal institution, with a loss instead of a profit to society.

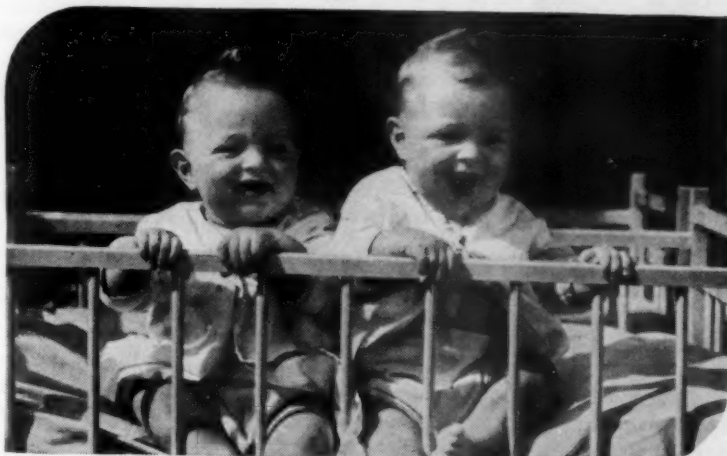
Parent-teacher associations can render an inestimable service to youth and to their communities by studying their local youth needs and arousing a public opinion that leads to action.



"What! Go to bed? . . . Well, that's a dirty trick! We let you get us dressed up, and we did stunts for your old company . . . and now your dinner's ready, you pack us off to bed!"



"We won't lie down and go to sleep! Not one eye will we close all night long. . . you'll see how much noise twins can make! Our feelings are hurt—and we're prickly and cross!"



"Ah-h. . . ! She's getting the Johnson's Baby Powder! (Good teamwork, eh?) When we get rubbed with that silky-slick powder, we'll purr like kittens. Mother—we forgive you!"



"I'm Johnson's Baby Powder—the comfort and joy of millions of babies, because I soothe away prickly heat and all the little chafes and irritations that make them cross. The talc I'm made of is the finest, rarest Italian kind—no gritty particles and no orris-root. And I have three helpers in taking care of babies' skins—Johnson's Baby Soap, Baby Cream and Baby Oil. Try them, too!"

Johnson & Johnson
NEW BRUNSWICK, NEW JERSEY

EXCEPTIONAL CHILDREN . . . AND YOU

(Continued from page 13)

DO YOU HAVE?

DO you have a real interest in the educational welfare of these children? An interest that finds expression in action? An interest that embraces not only your own child, if perchance there is an exceptional child in your home, but also your neighbor's child?

Do you have in your local parent-teacher organization a committee which keeps in touch with developments, makes the members familiar with some of the helpful literature that appears from time to time, and plans programs of interest that illuminate the field of service for exceptional children?

Do you have a study group centered about the problems of exceptional children, through which come enlightenment and inspiration to those attending?

There is an abundance of material now available for parents and for groups of parents who wish to inform themselves of progress and practice in this field; also for parents who have very personal problems of their own to solve. The chairman of the Committee on the Exceptional Child for the National Congress of Parents and Teachers stands ready to assist through program suggestions and references. So, too, other national organizations of more specialized nature are happy to serve in providing or suggesting material. There never was a time when helps were so plentiful for the use of study groups or of individuals who are seeking knowledge and guidance in matters pertaining to the education of exceptional children.

DO YOU SEE?

DO you see the opportunities that are at your door for helping the exceptional children of your community?

Helen is a crippled girl, unable to walk without crutches. She attends a special school for crippled children. All her life she has loved to sing, and she sings well; but the family has not been able to afford vocal lessons for her. Several voice teachers were approached with the hope that Helen might somehow receive a little training without cost, but no one saw his way clear to meet the need. Finally, at the age of sixteen, there came to her an opportunity to sing—untrained though she was—before a radio audience in a special crippled children's program. Her voice won instant favor, and it looks now as though there will be no lack of training opportunities for her.

Helen's teacher has been one of her truest friends, seeking in every way to help her and to gain for her the recog-

nition that she seemed to deserve. At last her efforts have been rewarded and a handicapped child has before her the prospect not only of realizing her own ambition but of contributing materially to the enjoyment of others.

Not all crippled children are gifted in song, but each of them has some ability which can be put to service despite the physical handicap. Deaf children, blind children, even mentally retarded children have assets as well as liabilities. Parents and teachers working together can help to discover them and to bring them to the greatest possible fruition.

Do you see the responsibility for action that rests upon you? "Am I my brother's keeper?" Yes, without a doubt, if there is some way in which I can help my brother to become a self-respecting and respected citizen, even in the face of serious limitations. Yes, if, through the kindly service that I can give, exceptional children will be able to come a little nearer the realization of the educational birthright that is theirs. When opportunity for service knocks at the door, responsibility for action rests upon the one dwelling within.

Do you see the needs of all exceptional children, overlooking none? Or does the dramatic appeal of one or another group sway you to effort, while you either pay no attention to others because their handicap is less easily recognized, or you turn away from them because you "can't bear to look at them"?

Deaf and hard-of-hearing children are in physical appearance so much like other children that it is easy to ignore or to forget their need. On the other hand, mental deficiency is at times repulsive to the eye. Yet the mentally deficient child needs your very special help if he is to be anything but a community burden or a menace. If we would but look upon mental deficiency as we look upon physical defects, as a problem of public welfare needing public support for its solution, greater strides would be made in the programs of research and prevention. Research into the causes and cure of infantile paralysis is of utmost importance. Certainly, of no less importance is research into the causes of feeble-mindedness, of deafness, of blindness, and of other handicaps.

DO YOU TRY?

DO you try to understand the differences among children, knowing that no two are exactly alike and that some are very different from others? Knowing that each must be given that type of educational treatment by which he as an individual can profit most, regardless of what other children are doing? Knowing that only thus can

each be prepared to fill his place in the life of the world and to contribute his bit to the work of the world?

Do you try to appreciate the assets of the handicapped and of the gifted, realizing that neither one nor the other has been given the educational opportunity that should be his until those assets are discovered and capitalized?

The making of a red paper box may be as great an achievement for one child as the solving of a complicated problem in arithmetic is for another. The deaf, because of their freedom from the distraction of noise, are said to have an ability to concentrate which is far beyond that of many hearing persons. The blind "see" with their fingers, which they have trained to a high degree of sensitiveness. Some of our crippled friends have put to shame those of us who have normal use of our limbs through their amazing ability to make feet serve as hands. The world has a place for them all, and their achievements make a fascinating and a challenging narrative.

Do you try to interest other parents in the welfare of exceptional children as a big family problem of community dimensions? Through united interest and united action many goals can be achieved that would be utterly out of reach of one lone individual, however zealous his efforts may be.

Do you try to understand the school's program, if it has a program for exceptional children, recognizing that it is attempting to meet the problem in the most progressive way possible?

Eight-year-old John came home day after day with reports of failure in school. Each morning he started out only after shedding copious tears over the necessity of going to school at all. Finally, John's mother was invited to a conference with the principal and teacher. She was advised that John was unable to do the regular work of the first grade, and that for his own best interests he was being transferred to a special class in which he could be given much individual help. John's mother was indignant and objected to the transfer with great vehemence, accusing the school of rating her boy as "feeble-minded." Only after she was assured that the door back to a regular class would be wide open for John at any time when he had made the needed progress, was she at all reconciled to the arrangement. But when in a few days she saw John starting out in the morning with a smile and returning at night with a cheerful whistle, she awakened to the realization that her own foolish pride had been interfering with the boy's happiness. She began to cooperate with the school to an extent that she had never known before. The result was a boy saved from despair and failure and a mother saved from

misunderstanding and tragic conflict.

Parents can do so much to help or to hinder the program of the school. If the program is a poor one it should by all means be corrected. If it is in keeping with progressive practices that are universally accepted by educational specialists, it deserves the encouragement and cooperation of every parent.

It has been recently reported to the Office of Education by a school official that certain parents in his community were actively opposing the assignment of their children to sight-saving classes in which, through the use of specialized equipment and methods, the utmost effort is made to safeguard the vision of pupils who have serious eye defects, even to the extent of near-blindness. It scarcely seems possible that opportunities of this kind offered by the school would be unacceptable to parents. And fortunately only a small minority adopt such an attitude. Most parents welcome the interest which the school takes in the physical and mental health of their offspring and give their unqualified endorsement to the special provisions which are made for them. Local units and state branches of the National Congress of Parents and Teachers have a mission of which they can well be proud: first, helping to make this endorsement universal among parents; and, second, encouraging the further development of the program in the schools.

"Exceptional children—and you." Will you bridge the gap, if gap exists, between your attitude and the educational welfare of the child; between your knowledge and the facts concerning his needs; between existing practice and desirable provisions for his education? Will you make exceptional children a permanent interest in your life and a lasting responsibility? Do you know? Do you have? Do you see? Do you try?

• • •

The case of the child who is handicapped in some way, and differs from the group as a whole, is one which is of the utmost importance to everyone concerned. Today, parent-teacher associations are taking seriously their responsibility toward this large group of children. It is gratifying to realize that work of this far-reaching consequence is becoming more and more the concern of civic-minded men and women.

In this connection our readers will be especially interested in reading the first item under the "P.T.A. at Work" this month. What is your P.T.A. doing for the exceptional children in your community? We should like to hear about it. The section dealing with P.T.A. activities is edited by Clarice Wade, 1201 16 St., N. W., Washington, D. C.

Anita Counihan, New York's most popular model, says:



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is the best dentifrice I've ever used—
leaves teeth so bright—so luminous"

WHAT higher praise could a dentifrice have than the approval of lovely women, much of whose success depends on their beauty—especially the beauty of their teeth.

It is no accident that so many attractive women of studio, stage, and screen use Listerine Tooth Paste—and nothing else. They have found by comparison with others that this gentle dentifrice gives better, *safer* results.

If you've not tried Listerine Tooth Paste, do so now. You will be delighted to find out how quickly and how thoroughly it cleans teeth without harming precious enamel. You'll like the sparkle and lustre its modern polishing agents impart to tooth surfaces. And you will welcome that marvelous feeling of mouth freshness that follows its use. Lambert Pharmacal Company, St. Louis, Mo.

REGULAR SIZE 25¢ DOUBLE SIZE 40¢

THEIR GREATEST NEED

(Continued from page 20)

ness. I have seen a beautiful spirit fade with the failure of the body. Therefore, when I saw those children handicapped already by colds and recurrent illnesses, and foresaw the physical weaknesses that the years would probably bring, I felt that the ideal of roughing it was being carried too far, that more care of their bodies would make possible for them a richer life.

STILL seeking the ideal, I recall a family which I visited as a boy. Even then, I realized and remarked that this was the way for parents to treat their children. I was too young to think much about how well or ill they were provided for physically; my impression is that they lived comfortably, without extravagance or display, and that their parents paid fairly close attention to their health. But I was clearly conscious of the friendly, cooperative spirit that existed in the family; and of the responsibility that the children were given. They lived on a farm. I once heard the father advising the boys about attending an evening entertainment: "I shouldn't go if I were you, boys; you'll be up pretty late, and we've got to get that tobacco in tomorrow." The boys, with the facts before them, decided whether they would go or not. If they went, however, they did not decide the next day whether they were too sleepy to get in the tobacco or not. That had been decided the night before. These children grew up with a reasonable sense of their value. They felt that they were part of a group, and that their well-being and their ability mattered to that group.

I must have learned very early, then, what seems the fundamental lesson: the first, and necessary, gift of the parent is physical life and its development; but the supreme gift, the gift that makes that physical life worth while, is faith. The need for physical life is primary, but the need for faith is deeper. Indeed, in the adult, physical life itself depends upon the belief that life is worth living. Those parents who cared for their children's bodies and neglected their spirits, and those others who cared for the spirit and neglected the body, merely clarified for me the early truth. The supreme gift is faith. How do we give it?

The answer, of course, is, by having it ourselves. Our children tend to believe in themselves in proportion as we believe in them. But what is it that gives us faith in them? Two things: our knowledge of them and our concern for them. If we would really believe in them, we must study and understand them. Faith is not built, as some people (Continued on page 36)



THE PLAYROOM GROWS UP

(Continued from page 23)

Mother, as a happy compromise.

"Which maps?"

"Well—Italy, for one." We thought of Italy first because we had made a family pilgrimage there last year.

"O. K., then. Can I paint it, myself?"

"We'll do it together."

We did. Father put on the primer and sealer which gave a firm white surface to the celotex walls. On this I drew with charcoal the outlines of the maps and the children painted them, lovely sprawling brown countries they had read about in their favorite books, with the blue sea scalloping about the promontories and bays just as the old atlas showed it.

But Carol, whose taste was for stories rather than geography, was still unsatisfied.

"I wish we could put some children in. If we had Nils there by the map of Sweden, it would be much nicer."

Once started on story-book people from foreign lands, we completed our mural design with ever-growing excitement. Pinocchio and the cat and the fox are silhouetted against the map of Italy. There are Hans Brinker and Gretel for Holland and Heidi and Peter with their goats for Switzerland. It was hard to choose the characters for England, which even at this early stage of their literary experience had dowered the children so richly. Should it be Winnie-the-Pooh, whose charm was still strong, or Alice in Wonderland, or Peter Pan, or King Arthur, or—latest and liveliest of heroes—Robin Hood? Even now we do not know just how Peter won the place of honor off the tip of Wales. There he sits, however, on a brown and orange toadstool, "tootling divinely on his little pipe." And across from him sits

Wendy, demure and motherly, mending shirts for the Lost Boys. Off the east coast prowls the pirate ship. And over Ireland frolic the Wee Men of Ballywooden, reigning favorites in the weeks of our mural enthusiasm. Over and above all, drawing the varied scene of many lands into one design, soar the wild geese—the same with whom Nils and his white goosey-gander flew over Sweden—the same who brought the Wee Men of Ballywooden back to Ireland after the Night of the Big Wind. I had to stand on a step-ladder to paint them in soft grays and browns with a whirl of blue mist about their wings.

The same pots of blue and brown paint that we had mixed for the maps were dipped into for painting in the figures, with touches of orange for the skirts and kerchiefs so that a very simple color scheme kept the pictures from starting out too wildly from the walls.

As it was, the new design made the casement curtains, with their farm-yard scenes, inappropriate and distracting. So we took them down and dipped them deep orange. It was time for a bigger rug, too, worthy of our brave new decorations. We found one that carried out the colors in deeper tones. Now that the children are past spilling nursery suppers over it, we can hope to keep it as the first piece of permanent equipment for the study and living room which they will enjoy as they grow out of a playroom.

The little lavatory grew up, too, with full-sized fixtures replacing those of nursery-school size. The towel rack has gone higher, and a new cupboard with a mirror has been hung for people who can do their own hair before meals.

It is very lovely now. Perfect, we think today. It is all the better because we all had a hand in it. The



children did not grow up taking it for granted but helped work it out themselves. And perfect as it seems now, it is subject to change. We have already made sketches for the bookshelves that will some day replace the low ones which still stand against the south and east walls, leaving space for the paintings above them. We think that some day we can bear to cover our works of art with shelves that will reach to the ceiling. That will be when the children have books to fill all those shelves and arms long enough to reach up to the high ones. Near the floor will be deep cupboards for collections of minerals, big stamp books, and files of old magazines. There will be doors to hide these rather miscellaneous treasures and to protect them from dust and disorder. But the upper shelves, where the rows of favorite books stand, will be open. The color of books makes one of the richest and loveliest decorations for any wall. And when the brown shelves, stained to match the chestnut doors and window-frames, have covered our gay maps, we will depend upon the books to give color to the room.

There will be a chance for Carol to select new curtains with her favorite design. Broad window-seats with cushions to match will be built in with the bookshelves and make cozy reading or visiting places where now the doll house and the costume chest stand.

And so the playroom keeps pace with the children and they use it as the medium of new arts and crafts and interests. At each stage it has something of awkwardness and transition. So have they, with a tooth out at six, or long arms dangling from an outgrown sweater too dear to discard. But at each stage the room has charm and enchantment, just as they have, with energy and gaiety and imagination. "The days are too short when you are growing up. That is the only trouble." Let the playroom make the most of those days, taking the print of their richness for the motif of its design.

Parent-Teacher Radio Program

June 3

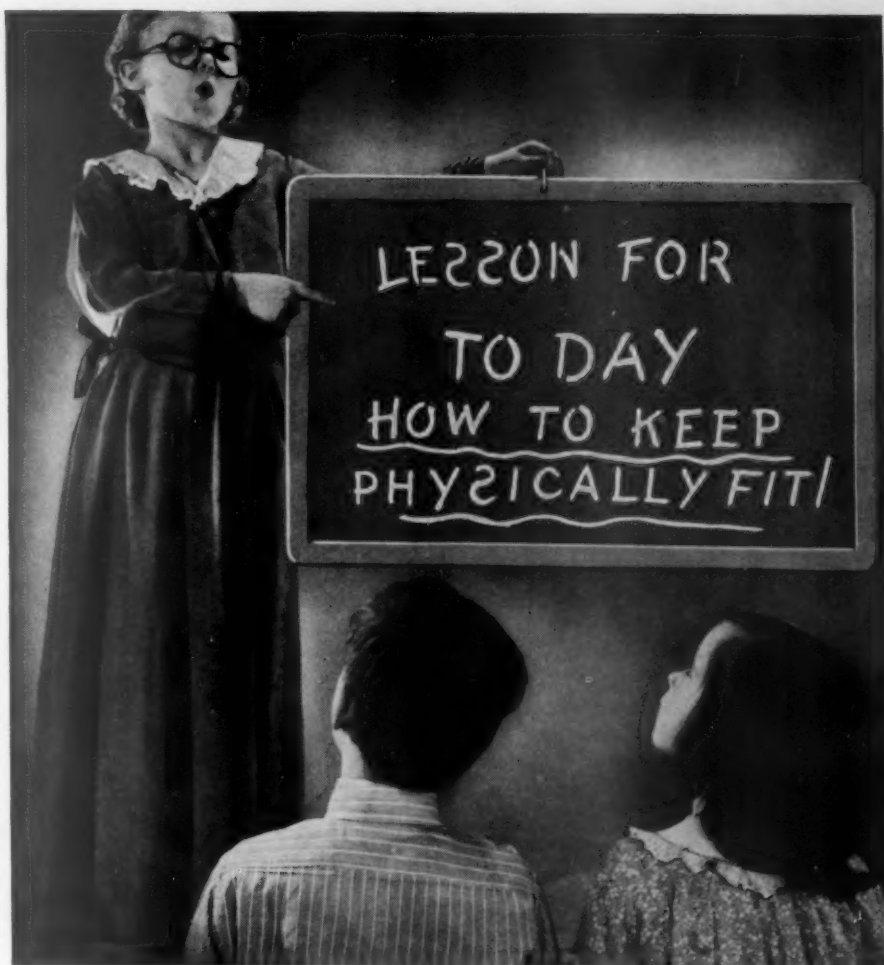
"Eating Habits of Children."

DR. L. JEAN BOGERT, Biochemist and Nutrition Expert, New York City.

June 10

"The Emotional Life of the Child."
MANDEL SHERMAN, Associate Professor of Educational Psychology, University of Chicago.

2:30 P.M. Eastern Daylight Saving Time
National Broadcasting Company



TEACHER: "Johnny, what is of first importance in keeping physically fit?"

JOHNNY: "Lots of fresh air and sun and exercise. And say—I like baseball best!"

TEACHER: "Very good! Now Mary—what else is important in keeping fit?"

MARY: "Lots of wholesome, nourishing food."

TEACHER: "Correct! Now tell me why Shredded Wheat is the ideal breakfast!"

MARY: "Because Shredded Wheat contains Nature's own balance of vital food essentials. It's 100% whole wheat—nothing added, nothing taken away. Mother Nature stores in wheat the vitamins, carbohydrates, mineral salts and proteins we need to help build energy and endurance and strong bones. And Shredded Wheat gives us those essentials in their most delicious and digestible form."

SHREDDED WHEAT



Ask for the package showing the picture of Niagara Falls and the red N.B.C. Seal

A Product of NATIONAL BISCUIT COMPANY

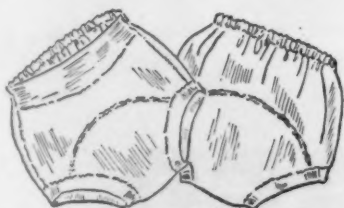
Give Baby a Fair Chance!

Graduate baby from diapers to Kleinert's "Trainers" and his temporary "lapses" won't discourage him or bother you!



"Trainers" are cute-looking panties of soft white balbriggan or heavier Swiss-ribbed fabrics. They have a concealed inner panel of silk Softex which is proof against water or acid and doesn't deteriorate with use. "Trainers" can be washed and BOILED just like the rest of his underthings—there's NO RUBBER in them—and baby can enjoy their protection all day long.

Order Kleinert's Protective Trainers from your favorite store in sizes 1, 2 or 3.



Kleinert's
T. M. Reg. U. S. Pat. Off.
Protective
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THEIR GREATEST NEED

(Continued from page 34)

think, upon ignorance. Faith is built upon knowledge, upon understanding, and is a projection from that base into the unknown, into the future. We believe that Johnny will be a musician because we have heard him play, that he will be a student because we have watched him study. But if we have not really observed him, we cannot really believe in him, whatever we may say. Therefore, again, if we would have faith in our children, we must be concerned for them, not for the mere means of their support. It is a psychological fact that we believe in that with which we concern ourselves. If we concern ourselves with material things, we come to believe in material things; if we concern ourselves with our children, we come to believe in our children.

This faith that children receive from those, and only from those, who really have it will grow with their growing knowledge of themselves and with the tasks that they succeed in. It

is for us to give them such knowledge and such tasks. With growing faith will come gratitude—never fear about that. Gratitude is the natural expression of a developing life. Its absence is proof positive that life is not developing, that the spirit is not assimilating its food. Gratitude for life, and for all the gifts of life, accompanies the ability to bestow life. Give your children faith, that is, real life, and they will give you gratitude.

And this faith in themselves will become a faith in life. We believe in others because we believe in ourselves; we believe in life because we believe in our life. Most of us give bread to our children. Too few of us give them faith, the Bread of Life. We can give only what we have. The most serious question we can ask ourselves is this: What do we really believe in, and how much do we believe in it? If our children hunger, let us give them bread; but let us not forget their deeper hunger for the Bread of Life.

DRESSING YOUR AGE

(Continued from page 18)

teen are going in for the new ankle-length party dresses, taken from grown-up fashions, and they are perfectly darling. Why not have one with four rows of fluffy ruffles around the long full hemline, and two pairs of ruffles on the shoulder, that stand out and up crisply, with tight little waist bodice, and a sash to match, tied in a perky bow on one side. It's as feminine and dainty as can be and yet it has that wanted touch of sophistication. Indeed, tell your daughter this style is of immense value since it fits and looks lovely on practically every young miss, regardless of her height or build. In such a frock, she'll be the "belle of the ball." Tiny, slightly snub-toed, low-heeled satin pumps, dyed to match her frock, would be adorable, peeping out beneath the skirt. And what little girl between six and eight could resist, for "best," a flowered taffeta of hollyhock pink, copied after one of her most becoming school frocks, with a two-scalloped, petal-like collar, and sleeves and hemline scalloped as well?

Impress upon your daughter that materials to consider the year around that satisfy youthful tastes, besides standing good hard wear, are the many luscious colored linens, cottons, heavy sheers, very light weight woolens, sturdy tubable silks in plain shades in the hundreds of gay, pretty patterns. Effective checked gingham trimmed in crisp white piqué, navy blue with red and white plaid; blue, tan or red or brown with white contrasting material is always a smart

combination; while gay wooden buttons and tiny narrow belts to match are perfect finishing touches. For coats, any of the pretty light tweeds or lovely shaded woolens.

Tell your daughter that correct shoes for daytime wear are the answer to comfortable, happy feet. She must be shown that there are no "ifs" or "ands" about it, and that the only good-looking shoes for such wear today are the many clever, flat-heeled oxfords or brogues, or the new flat-heeled pumps. They not only look appropriate with her frocks but are six times as much fun to wear as any other style shoes.

And as for hats, they aren't much of a problem any more. Together, look at the gay delightful berets that will match or blend in with her school costumes. Also, hats made of the same material as her coat, or different sport felt hats repeating some detail which trims her new frock are effective.

Why is it that colors play such an important part in our daughters' clothes? It's because the right ones simply blend with her, both in coloring and personality. And instantly, they become flattering. Every one raves about Yvonne, one little eight-year-old girl, whom I happen to know. People often say, musingly, "I don't know what it is about Yvonne—she isn't really pretty, yet she looks beautiful." Having studied her, the real reason pops up. Although she hasn't pretty features, she has lovely brown hair and eyes, and a luscious peaches and cream complexion, and her wise moth-

er selects such flattering colors as sparkling greens, bright yellows, or turquoise blues for her outfits.

So, since some of our daughters have blond hair, some dark hair, some betwixt and between, and others red hair, we should have her stand before a mirror and as we hold different colored materials up to her face, study the effects together. Naturally, a great deal depends upon whether she's olive or fair-skinned. Usually the different pastel shades are excellent for blondes; flashing reds and greens for brunettes; and any shade for the lucky betwixt and between girl who is not limited to certain colors; soft flattering browns, from light beige to henna, are becoming to the daughter with the auburn hair.

So, mothers, here and now, impress upon your daughters that by selecting the right, becoming, correct colors in clothes that fit their age they can make each day a fascinating event. Thanks to so many, many clever fashion magazines, the opportunity for picking correct clothes is available to every mother and daughter. And, believe it or not, your lovely little daughter will be quick to realize attractive, becoming styles when shown. Self-confidence, grace and poise are created with the right garments, and a real sense of security will be hers. Clothes can perform miracles. With your help, Mother, she may be another Diana whose greatest attribute was grace—for grace goes hand in hand with lovely correct clothes.

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the important things which the home should contribute to the child's learning? 6.
2. How can we help older boys and girls who are chafing under idleness and a sense of frustration? 8-9.
3. What are some of the things to remember when disciplining children? 10-11.
4. Why is the problem of the exceptional child a community one? What can be done to help this group become oriented? 12-13.
5. What are some of the methods of dealing with the young girl who insists upon wearing clothes which are in poor taste? 14.
6. How can a family grow spiritually closer, and get real joy from outings together? 15.
7. Why is it important for young girls to know what their type is, in choosing their clothes? 17-18.
8. Which side of a child's well-being needs stressing? 20.



It's Rich in **DEXTROSE** THE FOOD-ENERGY SUGAR

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WHAT DEXTROSE IS—AND WHAT IT MEANS

Dextrose is a sugar, the normal sugar of the human body. From Dextrose comes the energy we need to breathe, to walk, to talk...yes, even to think. Dextrose banishes fatigue, balances the wear and repair of the body. In Dextrose is an abundance of food-energy. And of greatest importance, Dextrose is instantly digested—in fact, it is immediately absorbed by the bloodstream without need of digestive effort. Kre-mel is rich in Dextrose.



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

CRIPPLED CHILDREN RECEIVE AID

Ohio

CARING for crippled children is a work to which the Gorman Parent-Teacher Association of Dayton, Ohio, is devoting its energies. It was the first and, its members believe, is probably the only association in a public school for crippled children.

The purpose of Gorman School is to remove children who have been physically crippled by accident, heart trouble, infantile paralysis, and other physical handicaps from other public schools; to provide special equipment, rest periods, and other facilities that will add to their comfort; to remove unnecessary physical and mental strain. In addition to the regular public school curriculum, specially trained teachers provide instruction not available in other schools.

The aim is to help each child realize that because of a physical handicap, which in most cases must be carried through life, he must find and develop the qualities and abilities he has. He must be cheerful, courageous, determined to go forth equipped to provide for himself and others.

The pupils come from every section of the city, a few from surrounding towns, being carried to and from their homes in buses provided by the city. Some are colored, a very few come from homes where English is rarely spoken. Many come from middle class homes. But all are crippled and all need attention that cannot be had in any other institution in the city.

There are some needs common to all that cannot properly be provided out of school funds. There are individual needs, often very pressing; but as this is a public school, no support can be asked from social agencies.

The parent-teacher association, with no precedent to follow, undertook to meet these needs. First it was necessary to define and to limit the proper activities. The medical profession, especially orthopedic surgeons and therapeutic nurses, was consulted and became very enthusiastic. A committee went before the board of education and told them it was not fair to train the minds and awaken ambitions unless they were prepared to help develop the bodies, so the bodies could perform what the minds desired. The board agreed. They had plans drawn up for an addition to include rooms for swimming pool, an exercise tank, sun room, and enough additional

school rooms to take care of probable needs for the next ten years.

The program starts with publicity—to get enrolled in the school as many as possible of those who need its facilities, and to secure the cooperation of the medical profession, the school authorities, and the public. We have had fine press notices and radio broadcasts.

Then comes providing equipment. A sun lamp has already been donated. The P. T. A. will give a tank in which exercise in water under the direction of a trained nurse will be possible. This is especially helpful in spastic cases, and cases of infantile paralysis. Other helpful devices will be added as the need develops and new funds are raised.

Next in line is service to individuals. A fund has been set aside and is being administered confidentially to purchase braces, special shoes, and such necessities for those pupils whose parents are unable to pay for them. Another small fund is always at the disposal of the principal—an unusually competent and tactful woman—to purchase supplies or care for individual needs, immediately, without red tape or delay.

A project now in formative state will undertake to see that every child gets the vocational or professional training for which he is qualified—to find the right school, to find a scholarship if necessary and possible. A most important part of this "follow up" work will be to get the grown-up girl or boy properly placed in industry or office so he can do his best work.

The Gorman P. T. A. is a fine example of what can be accomplished by a very small group which includes not one member who is wealthy or socially prominent. There are two secrets of its success: first, an intelligent plan; second, securing the cooperation of others outside its limited membership.

The officers would like to be advised of any similar project and will welcome suggestions that may increase its usefulness.—MRS. WILLIAM H. PORTER, President, Gorman Parent-Teacher Association, 156 Grant Street, Dayton.

CORRELATING PROGRAMS AND PROJECTS

Illinois

Representative members, a good many of them newly elected officers, of every one of the twelve Champaign Parent-Teacher Associations, were asked last spring what they believed

to be the one thing most needed by their organization to quicken interest, stimulate member participation, and to raise the standard of their parent-teacher association. These questions were asked informally and requests for help with programs, publicity, and parent education led the list.

These members were also asked, "How can the council help you most?" One popular answer was, "Discuss coming events; for example, talk about yearly reports before the blank reaches the local president." Many new officers said, "Tell us what this council is, and how we are supposed to use it." Still others said, "Get our principal interested in the council."

The last factor in determining our needs was that we expect to have the state convention in Champaign in 1937 and our year's work should prepare us to be better hostesses.

Two national correspondence courses, one on publicity and one on councils, were ordered last spring by the council, and classes were organized. We are having requests at present for the one on parliamentary procedure.

Our best beloved project just now is our "P. T. A. Forum" over station WILL, every Tuesday morning. Here many phases of child welfare and parent education are being discussed by outstanding leaders and P. T. A. workers.—MRS. GEORGE L. LORD, 402 N. Garfield, Champaign.

A PIONEER NURSERY SCHOOL

California

A unique and successful experiment in the field of nursery school education has been worked out in Berkeley, where early in the summer of 1931 a group of Berkeley parents met, seeking an ideal environment and the right companionship for their preschool children. After several informal meetings, Berkeley Hills Nursery School was founded, a cooperative, non-profit organization which places great emphasis on the participation of both the father and the mother in the work of the school, as well as in the other phases of their child's welfare.

The school has a paid staff of three, two trained supervisors and an executive secretary. Each mother is required to spend at least one half day a week at the school assisting the supervisors. Each father is a member of the Maintenance committee, whose duties are to maintain the house, grounds, and

equipment in the proper condition.

A trained leader of parental education meets with the mothers once a week to discuss different problems of child welfare. It is also the duty of this leader to train the mothers in the actual assistance they give the supervisors at school. Several times during each term there are general meetings of both parents, usually with an outside speaker to discuss some subject pertaining to the children.

The Institute of Child Welfare at the University of California has given encouragement and assistance to the parents through its approval and advice. Some of its staff and other educators interested in nursery school education form a board of advisors for the school.

Among the enthusiastic mothers active in Berkeley Hills School are several members of the Cragmont Parent-Teacher Association, Berkeley.—MRS. JOSEPH E. MORCOME, *Regional Publicity Director, National Congress of Parents and Teachers, 237½—33rd Avenue, San Francisco.*

CIRCULATING LIBRARY

Florida

To supply simple, easy reading material to the elementary grades and thus help in cultivating a taste for books is the purpose of the circulating library of the Dade County Council of Parent-Teacher Associations. The project has been greeted with such enthusiasm that it is hoped the idea may grow from year to year.

The beginning was a \$100 appropriation with which were purchased 175 books selected from standard lists for children, such as that of the American Library Association. They are mainly of the entertainment type and are gay with colored illustrations, simple in vocabulary, and interesting in content.

Six boxes were made, each one holding from twenty-five to forty books for a certain grade. These go into the classroom to act as bookshelves. A box stays in a grade for a month, then is moved on to another room, each box thus giving joy to nine rooms during a school year. The books are not taken home but are read in the classroom, reducing losses to a minimum.

A list of the books in a given box is pasted inside the top and is checked when a set enters a room and again upon leaving. In most classrooms, committees of the pupils serve as librarians and thus the children gain added respect for books and their care.

There is one box now for each grade from one to six and a librarian, appointed by the council, cares for the details. The books received a coat of shellac to protect them from the moisture and wear and then, each was



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OTHER PEOPLE'S CHILDREN

WE ALL get the urge at times to tell our relatives or our friends just what they ought to do to make Johnnie a nicer child to have around. While the idea may come to us because at the moment we are exasperated at something Johnnie has done, the idea is really a good one! Both the parent and the child may be happier because of a better understanding:

It's possible to help other parents to help themselves in this complex job of parenthood, and to do it without preaching.

Have you ever thought of leaving your copy of the NATIONAL PARENT-TEACHER MAGAZINE lying around where your visitors can pick it up—or better still of giving subscriptions as gifts?

As you think of some of the recent issues can't you picture the folks you wish could read these articles? For instance—

Advising Young People About Marriage
A Child Who Was S-H-Y
Fathers Are Also Parents
The Child Will Trust His Teacher
The Home As a Cultural, Spiritual Center
Educating the Young Driver
When to Immunize and Why
Solid Foods for Sound Babies
Checks on Youthful Eloquence

As these articles indicate, there is always interesting, helpful material in every issue for those who really want to KNOW and to DO.

While you are thinking about this why not subscribe for that relative or friend who the other day said, "I just don't know what I'll do." The blank is handy. Fill it in and mail to

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stamped with the name of the council.

Mrs. L. W. Haskins, Library Extension chairman of the Florida Congress of Parents and Teachers, is the sponsor of the project. She was assisted by Mr. E. E. McCarty, Elementary Supervisor of Dade County and Miss Lulu L. Cadle, Principal, Kinloch Park School.—MRS. RAYMOND FISHER, *Publicity Chairman, Dade County Council of Parent-Teacher Associations, Miami.*

FORUM MANAGEMENT TRAINING *Pennsylvania*

As a means of insuring greater member participation in P. T. A. meetings, the Pittsburgh Council of Parent-Teacher Associations is sponsoring, in southwest Pennsylvania, a leadership training course in forum management.

Dr. Gerald D. Whitney, Director of Vocational Teacher Training of the University of Pittsburgh, is conducting classes each Thursday for a period of eight weeks in the conference room of the Board of Education, Pittsburgh. The class is composed of four members each from Pittsburgh, Wilkesburg, Mt. Lebanon, and Allegheny County Councils. The course deals with various program types which encourage member participation, with special emphasis on forum procedure.

Dr. Whitney is a member of Pittsburgh's Town Meeting of the Air, president of the Pittsburgh Council of Parent Education, and has served as president of a local P. T. A.

The council feels that its program chairmen for 1936-37 need new technics for program building and that the forum management will be a happy solution for some of the problems. In this way many persons can participate in the programs, instead of limiting the talks to community leaders.—MRS. W. E. BROSIUS, *President, Southwestern District, Pennsylvania Congress of Parents and Teachers, 31 Baldwin Road, Pittsburgh.*

P.T.A. AND WPA WORK TOGETHER

Utah

The Granite District P. T. A. in Salt Lake County is supervising a project sponsored by the WPA, whereby hot soup is offered to all students who live far from the schools and must bring their lunches. More than 3,000 children are receiving hot soup each day at the cost of a small donation of vegetables from each.

Health officers and principals of the district report that children have increased in weight from two to six pounds and that mentality and general health conditions are greatly improved.

Under the program in Granite, sixty women are being given employment preparing the meals. Salaries of the

women are being paid by WPA while food consumed is furnished by the students. Children on relief are given their lunches free.

The president of the P.T.A. met with the board of education and asked to have a kitchen in each school completely equipped, with the assistance of the P. T. A., so as to be able to continue this project after the WPA ceases to operate.—*Utah Parent-Teacher.*

DENTAL CLINIC

Illinois

A dental clinic is one of the beneficial services of the Logan-Howard P. T. A. The first clinic was held in January, 1931. It is held for three hours, one morning a week, and an average of eight persons are treated at each clinic. The patients are all school age children from families on relief, or in the very low income group, who would be unable to have dental care, were it not furnished by the clinic.

One of the most satisfying results of the clinic is the progress made with the children. The P. T. A. workers aid with sympathy and kindness and the children are not made to feel that they are charity patients, but that it is a privilege to come to the clinic. The willingness with which they come is evidence of the success of the technic. The presence of other children has been found an aid in overcoming fear.

Each patient is carried through to the completion of his case, being given an appointment for the following week at the time the present work is in progress. When the economic status of a family improves, that child is dropped from the clinic and another takes his place. The slogan is "Good teeth mean good health."—*MRS. HARRY ADLER, Publicity Chairman, Logan-Howard P. T. A., Wilmette.*

PLAYGROUND PROGRAM SPONSORED

Colorado

During the summer of 1935, the Mesa County Council of the Colorado Congress of Parents and Teachers sponsored a supervised summer playground program in the parks of Grand Junction which proved so successful that it has become a permanent project.

Five parks were used throughout the city, and a girl who had received some training in playground work was placed in charge of each park. In addition, a man was employed to direct the soft ball teams and other contests for boys. He divided his time among the different parks, and once a week contests were held between teams from the different parks.

The supervisors directed games and

taught handicraft and classes in tap dancing. An exhibit of the articles made by the children was displayed in a store window at the end of the course and aroused much interest.

An average of 300 children attended classes daily, and many days over 500 were registered. The project was financed by donations from the Lions' Club and the city administration. Envelopes were also sent home once each week with the children, and whatever could be given by the family was placed in the envelope and returned. These amounts were divided equally among those in charge.

As a result of the success and interest in the project last summer, plans have been made to continue the work permanently. The Lions' Club, of Grand Junction, has contributed \$400 for the work the coming year, and the city schools and city government will cooperate so that the parks may be kept open for the children throughout the summer with a paid executive in charge of all the work.—*MRS. DALE W. EVANS, Publicity Chairman, Mesa County Council, Grand Junction.*

SEX EDUCATION PROGRAM

Iowa

The Newton Parent-Teacher Council cooperated with the board of education in a sex education program which, it is felt, was a great help to the students.

The council had three purposes in mind:

1. To have each young man and woman understand thoroughly, in a scientific way, the facts of reproduction that are necessary for the continuance of a healthy and moral nation, to understand why society has developed the institution of marriage to protect this function, and how the rapidly maturing individuals can protect themselves and society in the part they have to share in creating families that will be assets to themselves and to the state.

2. To understand the nature, character, and extreme danger of such diseases as syphilis and gonorrhea, about which ordinary educational classes are silent.

3. To understand how elements of personality that have a sex basis can be directed into channels of activity that sublimate instead of degrade.

Under the second purpose, the aim was to have the students know and understand how these diseases are contracted, their characteristics, their effects on the human system and the attempt of the state to control them.

Local doctors talked to separate groups of boys and girls. The lectures lasted about an hour and were followed by half-hour discussion periods, giving the students time for questions.

Paul Weaver, director of Religious



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HERE'S a new way to make ice cream at home. Just prepare Royal Chocolate or Vanilla Pudding, and freeze it with a small amount of cream and sugar.

It's as smooth as velvet—and the cost is low. Only one cup of cream is needed... and no eggs. Royal ice cream is especially wholesome for the children. It's not too rich... and Royal Puddings are made with arrowroot, which digests quickly and completely!



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Sani-Flush is sure-death to toilet odors and germs. Just sprinkle a little in the bowl. (Follow directions on the can.) Flush the toilet. That's the end of it. Porcelain glistens like new. Odors disappear. Dangerous germs are banished.

Sani-Flush saves you all unpleasant work. It is perfectly safe. Sani-Flush is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.



Coming in July

What American Youth is Thinking and The Road Ahead for Youth

More and more thought is being given to what youth is thinking of present day problems. With this in mind we are running two articles by young people—*Viola Ilma* and *William Kelty*—which we know will provide much food for thoughtful parents and teachers.

Blood Will Tell

by Margaret House Irwin

In the last few years great strides have been made in dealing with anemia. This article brings constructive and helpful information to parents.

Education at Stephens College, Columbia, Missouri, spent the next two days in Newton and addressed a general assembly of all high school students, held conferences with teachers and students, privately and in groups, with the Student Council, and with the Girl Reserves. On the first evening, Mr. Weaver addressed the parents, that they might understand the program planned for their children. The second afternoon he talked to the assembled students of both the junior and senior high schools.—MRS. NATHAN W. KEITH, *President, Newton Parent-Teacher Council, Newton.*

THE PARADE OF THE P. T. A.

Texas

"The theme song, 'Service for Others' (tune *Moonlight and Roses*), by the mothersingers from Geraldine, introduces the one hundred seventy-third Parade of the P. T. A. of the Thirteenth District of Texas. Again it is the pleasure of Radio Society Calendar to introduce Mrs. Grover C. Johnson, Radio Chairman of the Thirteenth District, as your guest announcer."

Friday, April 17, 1936, these words greeted the waiting hundreds who listen regularly for this P. T. A. broadcast.

These words are the staid prelude of Anne Pence Davis, conductor of Radio Society Calendar, but behind their formality is a hover of breathless excitement. Eager children who have just piled out of a consolidated school bus, a principal nervously glancing over his notes, a music or speech teacher shushing her charges to the dead silence of studio etiquette, the impressive figure of Mrs. Johnson corraling her amateurs toward the microphone, the alert face of the control operator beyond the glass partition wondering if he is going to have to run the power up for a preschool-age piping or diminish the blasting tones of an oratorically inclined superintendent, and far through the ether a school assembly—if any one was left behind—keyed up for familiar voices. Incidentally, a project of Radio chairmen has been a rural school tie-up with the School of the Air and other such programs.

Since each P. T. A. unit in the Thirteenth District has an active radio chairman, much variety has been possible, and a high standard has been maintained. Ninety-seven towns besides Wichita Falls, home of KGKO, have given programs. Talks included have dealt with: Parent Education, Summer Round-Up, Radio Broadcasting for Children, Leisure-Time Activities and "It's Up to Us." Each chairman has made a talk on her specific activities and achievements. Each state officer in the Thirteenth District (and this district has a large share of state honors) has talked. There have been

fine arts numbers from each unit, reports and announcements of state and district conferences. Hundreds of ambitious youngsters have faced the microphone and been conducted on an instructive tour of KGKO's studios. KGKO has generously permitted announcements of benefits for P. T. A. units.

On returning from a recent P. T. A. conference in Olney, Mrs. Johnson said: "You'd think after three years, interest would wane, but enthusiasm has reached a new peak. I could have booked programs till after next Christmas! For the rest of this year we shall make a grand finish by letting the school children of Thirteenth District sing the Texas Centennial to success, but if KGKO will back us up again next year, I'm sizzling with bigger and better plans!"—ANNE PENCE DAVIS, *Radio Society Calendar, KGKO, Wichita Falls.*

RURAL UNIT AIDS SCHOOL

Vermont

Colchester Parent-Teacher Association has about thirty-five paid members, most of them quite active, and all cooperating in each project undertaken. During the fall months, the association canned 210 quarts of soups and vegetables for use in the serving of the hot lunches during the winter months.

Five sand tables have been built and delivered, the P.T.A. purchasing the materials and the constructing of the tables being done by father members. Hot lunches were served for three weeks with the P.T.A. employing and paying a worker for this labor. The lunches are at present being prepared and served by a WPA worker. Clothing is being collected and remodeled for needy children.

The P.T.A. has been very fortunate in receiving gifts to this school upon making known our needs. One such gift was a case in which to keep exhibits, another was the gift of a very fine phonograph with many records for the use of the school in the teaching of music. We have had repaired and placed in working order the school radio. Extra dishes needed have been purchased. Materials were purchased, and the equipment necessary to use in the playing of military whist, made by the teachers and members, is now on hand. We have purchased magazine subscriptions, and material with which to make the work tables used in the primary classes more attractive.

We are very fortunate in having in our membership a fine percentage of father members, and may I say that their interest and willing assistance are among the finest assets of our organization.—MRS. HENRY BELLMAN, *President, Colchester Parent-Teacher Association, Colchester.*

CONGRESS COMMENTS

MRS. B. F. LANGWORTHY, President of the National Congress of Parents and Teachers, spoke on "Home Accidents and Family Life" at the convention of the Midwest Safety Council, May 6, in Chicago.

Mrs. J. K. Pettengill, First Vice-President, spoke at the Tennessee Education Association Convention, Nashville, April 10. Mrs. Pettengill's subject was "Education as the Public Sees It."

Mrs. William Kletzer, president of the Oregon Congress, spoke on "The Relationship Between Official and Non-Official Agencies in Child Welfare," at the Child Welfare Conference of the American Legion and Allied Organizations, March 6, at Boise, Idaho.

Presidents of state Congresses have been invited to serve as consultants ex-officio to the Educational Policies Commission, a national group appointed by the National Education Association and the Department of Superintendence.

Mrs. John E. Hayes, president of the Idaho Congress, spoke on the general program of the Inland Empire Education Association in Spokane, Washington, April 8-10. The subject of her address was "A Partnership in Guidance."

Programs of High School Parent-Teacher Associations, a pamphlet prepared by Ellen C. Lombard, Associate Specialist in Parent Education, U. S. Office of Education, and National Congress Home Education chairman, has just been published. It is for sale by the Superintendent of Documents, Washington, D. C., at 5 cents a copy.

Miss Ruth Bottomly, Summer Round-Up Secretary, conducted a Health Conference at the Delaware state convention in Smyrna, April 4, discussing the Summer Round-Up of the Children.

Mrs. Charles E. Roe, National Field Secretary, conducted district and council conferences in Montana, South Dakota, and Minnesota during March, April, and May.

Dr. Edgar Dale, National Motion Pictures chairman, represented the National Congress of Parents and Teachers at the annual meeting of the Child Welfare Committee of the League of Nations on April 27, at Geneva. Dr. Dale also represented the Payne Fund at this meeting. He sailed on April 15, on the Aquitania.

F I L M F A C T S

by Edgar Dale

Last spring, in a study conducted by the Bureau of Educational Research at Ohio State University, students in representative high schools throughout the country were asked the following questions: Which of the movies that you saw in the past year did you like the best? Why? Which did you like the least? Why? When the resulting lists were assembled and classified, the ten pictures liked best by these students were, in order of preference: *David Copperfield*, *Lives of a Bengal Lancer*, *Roberta*, *Naughty Marietta*, *Sequoia*, *The Count of Monte Cristo*, *Les Miserables*, *The Barretts of Wimpole Street*, *The Little Colonel*, and *West Point of the Air*. Least liked in order of objection were the following: *Gridiron Flash*, *Gold Diggers of 1935*, *Bride of Frankenstein*, *Alice in Wonderland*, *Reckless*, *The Iron Duke*, *Belle of the Nineties*, *Living on Velvet*, *One More Spring*, and *Enchanted April*.

From a whooping high of \$1,100,000, 000 in 1930, the motion picture receipts ebbed to a mere \$560,000,000 in 1933 according to the *Annalist* for February 7. The tide, however, turned promptly. The 1934 figures bettered 1933 by ninety million and 1935 showed an income of \$750,000,000. As the average admission charge in the United States, according to *Variety*, is 21 cents, simple arithmetic reveals that approximately 3,571,000,000 patrons were shown to seats last year, an average of 68,700,000 weekly.

In a picture entitled *The Great Crusade*, England is showing her citizens how the other half lives. The film, which is financed by six public-spirited men, is a picturization of England's campaign to abolish slums and is advertised as "a film that nobody makes a penny on." There are no professionals in the cast, says the *Children's Newspaper*; "Mollie and her small brother Lennie really did live in the condemned Rat's Paradise we see them in at the beginning, and they really did move to the clean, airy home we find them in at the end. . . . The story is typical. In the first three years of work to abolish slums, 300,000 new homes have been built and 1,300,000 people have moved into them."

Of the motion pictures shown in Rochester during one week, only one in four was found to be suitable for children and only one in three suitable for young people between the ages of twelve and eighteen. These facts were brought out in a study by the Parent-Teacher Association Council and the Rochester public schools.

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A complete home playground outfit consisting of six health-building wholesome play features as follows:

Swing, Flying Rings, Flying Trapeze
Horizontal Bar, See-Saw
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(not illustrated)

This set will withstand the most severe service which children subject it to and will last for years. Beautifully colored in green and yellow combination which blends very well with lawns, and is an attraction for any play yard. Height of gym—seven feet. Width of gym—seven feet, length of gym—seven feet. Rustproof rings and chains.

This gym set will provide a never-ending source of fun and exercise.

PRICE \$10.00



PRICE
\$2.00

Kiddie See-Saw

Sturdily constructed, which is 18 inches high, seven feet long, complete with handles. Is a never-ending source of fun and healthful exercise. Will last for years.

The Kiddie Gym Corporation

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THOUSANDS of parents report these **FREE Neatness Charts** make children *want* to be neat. A child who is careful of personal appearance quickly becomes neater, more accurate in work at school. Charts provide daily check-up . . . teeth cleaned, hair brushed, shoes shined, etc. Over two million in use.

Mail coupon for as many charts as you need. If you would like a Home Shoe Shine Kit to help children keep shoes neat and smart, send 25¢. Contains dauber, polisher, and large tin of Shinola or 2 IN 1 paste-polish. Charts **FREE** (with or without Kit).

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☐ Please send me free . . . Neatness Charts.
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LEAFLETS

describing the Parent Education Study Course and the Parent-Teacher Program which will appear in the **NATIONAL PARENT-TEACHER MAGAZINE** each month from September, 1936, through April, 1937, are available free to Congress parent-teacher associations and to subscribers to this magazine. Write to the **NATIONAL PARENT-TEACHER MAGAZINE**, 1201 16th Street, N.W., Washington, D. C.

If your P.T.A. and study group want a rewarding year's work, they will find it in following these features. They are planned by experts for the up-to-date parent and teacher.

A PARENT EDUCATION STUDY COURSE 1936-37

• THE FAMILY AND THE COMMUNITY

"Modern parents have to face countless problems both in dealing with the relations between child and parent in their own homes, and in dealing with children in relation to new developments in the community." For this reason the subject of the Parent Education Study Course to appear in the **NATIONAL PARENT-TEACHER MAGAZINE**, beginning with the September issue, will be of special interest to the many study groups which have in the past found these courses so stimulating, practical, and helpful. Once more the course which we offer is planned and directed by Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education of the National Congress of Parents and Teachers. It will consist of eight articles by distinguished specialists in various fields and it will appeal to the individual parent as well as the group. Questions and study outlines will be provided to guide discussion, and there will be lists of references for those who wish to do additional reading.

1. What the Modern Family Can Contribute to a Community

The standard of life and the community attitudes in the modern family determine the standards in the community. The community is, after all, made up of families and on each family falls the responsibility for making the community healthy, well educated, sound in character.

2. Children and Community Responsibility

Parents can teach children a sense of responsibility toward the community through their examples and through home tasks. A good citizen in that small community, the home, is apt to be a good citizen in those larger communities—the city, the state, the nation.

3. Parents, Children, and Schools

Parent attitudes toward a child's school life determine to a large extent the part which the child will play in school. A helpful, co-operative child who does creative work and loves his school usually comes from a home in which cooperation, helpfulness, and love of work have been practiced and taught.

4. The Family's Part in Community Recreation

Actually the type of recreation each community offers depends upon what the families in that community demand. Recreation for children of all ages should be such that any good parent would approve it. Groups of parents working together can substitute healthy types of recreation for the harmful recreation that some communities now offer.

5. Family Safety and the Community

Safe homes are only a part of the safety that parents and the public should insure for every child. Safe streets, schools, places of recreation can be provided if the family works creatively toward that end. Every child has a right to grow up in a safe community.

6. The Family and Community Health

The family should exact the same fine standards of health from the community that it exacts of itself in a well-ordered home. There are certain health standards below which no community should fall.

7. Radio as a Source of Home and Community Education

The radio has come to be one of the major sources of education both in the home and in the community. The family can help to set standards for this new force in education.

8. The Place of Art in Family and Community Life

With the increasing emphasis on leisure should come increasing emphasis on art as a factor in the cultural life of the home and the community. There is no age at which art ceases to be important to the individual.

PARENT-TEACHER PROGRAM 1936-37

• CHARACTER GROWTH —A Home and School Responsibility

WHAT IS CHARACTER? What makes for character growth?

"Character is the sum total of one's habits and is shown in the way one thinks, feels, and acts in the manifold situations of life."—Germane and Germane.

Attitudes and habits are basic factors in the development of character and are controlling influences in the behavior of the individual.

To establish right attitudes and encourage good habits in children so that they may derive the fullest satisfactions from life is the responsibility of parents, teachers, and others entrusted with their guidance and training.

How all may work together toward the fulfilment of a joint obligation is suggested in the study of the following character traits upon which the programs for the monthly meetings may be built.

1. INTELLIGENCE: What is intelligence? How is it developed?

Intelligence is a knowledge and understanding acquired through the processes of learning in the home and in the school and is developed through the exercise of resourcefulness, originality, good judgment, ability to plan, and breadth of interest.

2. HONESTY: Is honesty the best policy? Is it a natural or an acquired trait?

Honesty is a quality which yields manifold satisfactions, developed through the practice of fairness, justice, integrity, sincerity, and tolerance.

3. FRIENDLINESS: Does friendliness create happy group relations? What other characteristics are developed through friendliness?

Friendliness is a trait worthy of cultivation, priceless in its fruitations and in practice reveals courtesy, considerativeness, kindness, unselfishness, and sympathy.

4. EFFICIENCY: Is this trait essential to leadership? Does it engender other worthy attributes of character?

Efficiency is faith in oneself. It begets leadership and mastery of obstacles, and in its application develops accuracy, neatness, punctuality, skill, and thoroughness.

5. FORCEFULNESS: Is forcefulness a motivating factor in character development? How may it be used to get the finest results?

Forcefulness is a characteristic denoting energy, vigor, power to persuade. Through courage, confidence, enthusiasm, initiative, and persistence its purpose is enhanced.

6. COOPERATIVENESS: Does teamwork count in character growth? What other qualities are developed through cooperativeness?

The spirit of helpfulness and cooperation is necessary in reaching a desired end. It develops those fine qualities so essential to happy living—dependability, responsibility, self-control, participation, and teamwork.

7. GOOD TASTE: Is good taste essential in the cultivation of character? Does it contribute to happy living?

Good taste is a quality acquired through the practice of discriminating between worthy and unworthy values of life, and through it are developed appreciation, love of the beautiful, good personal appearance, refinement, and poise.

8. APPRECIATION: What does it mean in the life of the individual? How does it aid in placing the proper estimate on things of life?

Appreciation in its fullest sense typifies the spirit of gratitude. It is the faculty to recognize obligation and service and to appraise merit.



3 MILK FIGHTS A DAY?

Is it a "battle" to get your children to consume the quart of milk a day which physicians advise? Do you scold in vain? Well, cheer up. Here's real help. A new, sure-fire way to end the "milk strike" in your home. Just serve.

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Pasteurized, fresh from the dairy—its delicious chocolate flavor is loved by children and grown-ups alike. KRIM-KO is rich in phosphorus and calcium. Provides those elements which aid in building straight, strong bones and fine, sound teeth. Equal to fresh milk in food energy value. Helps build and maintain normal weight. Accepted by the Committee on Foods of the American Medical Association.



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Give KRIM-KO daily to the child who refuses milk. Add it to the diet of the child who will not drink his full quart of milk a day.

Serve KRIM-KO Chocolate Flavored Drink between meals. Give them KRIM-KO when they ask for candy. KRIM-KO leaves the stomach more quickly and thus does not interfere with the child's appetite for the next meal.

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KRIM-KO

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Wise mothers everywhere, like the mother of Samuel, Rosalind and Hilda, insist on Lux... they know it has no harmful alkali to cause chafing. Safe in water, safe in Lux!



Are You WORRYING about matters of CHILD TRAINING?

You really don't have to—for there is helpful information on the subject in every issue of this magazine. It is a monthly publication of absorbing interest to every young mother who is seeking sound guidance on the care and training of her child. Subscribe today.

HANDY BLANK ON PAGE 40



Be sure the clothes you take away are marked with **Cash's** WOVEN NAMES

EXTRA—To avoid the school rush we will give an extra dozen Cash's Names FREE with every order during June and July. Mark your belongings with Cash's Woven Names NOW. The genuine have "Cash's" in cutting space. Orders shipped from mill 4 days after mill receives them. Order from your dealer or write.

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BOOKSHELF

by WINNIFRED KING RUGG

ONE of the most enthralling, instructive, heartbreaking, and salutary books that ever came to the Bookshelf is Maxine Davis' LOST GENERATION (New York: Macmillan, \$2.50). It is a report of what Miss Davis learned when she drove, in a second-hand car, the length and breadth of the United States to interview youth. She talked with college students, and boys in CCC camps, with boys in gas stations, at soda fountains, and "learning the business," which so often means just being a permanent office boy. She saw those who were looking for jobs, or had looked for them and were now just sitting. That part of the picture is fearful, but not as devastating as her deduction: that the generation of unneeded youth is taking its defeat too amiably. Above everything else they want jobs, of course, but when they don't get what they are looking for they say, in effect, "Kismet." There's nothing they can do about it. They are convinced that no one ever gets a job except through "pull." They are still waiting. If this is a horrible situation, Miss Davis thinks we elders have all helped to bring it about partly because we have left the stiffening out of the training of youth.

But on the other hand Miss Davis found young people better instructed, through the schools, in homemaking and family life, and more sensible in their attitude toward marriage—if they ever had jobs to marry on. There were other bright spots in Miss Davis' pilgrimage, all of them presented with careful consideration and gratitude. But one point in her conclusion must be faced: here are about three million young people out of work, through no fault of their own, honest, and even courageous, but without much faith in God or country. The situation seems to be much like that in Germany or Italy a few years ago. The lost generation is a field ripe for a demagogue.

ANOTHER WARNING VOICE

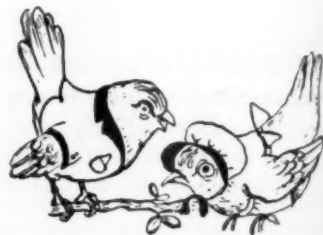
There are many other voices raised in warning. Robert Maynard Hutchins, for example, in NO FRIENDLY VOICE (Chicago: Chicago University Press, \$2.), finds a number of faults in the educational system and more in the public attitude toward it. We are enamored of uniformity, we are timid and not swayed by reason, and we resist uncomfortable truths. President Hutchins then proceeds, in the course of the twenty-four addresses

collected in the volume, to tell us uncomfortable truths about the higher, middle, and lower learning. Teachers must be better trained, better paid, more secure, and allowed a freer hand lest those whom they are educating be like hungry sheep who look up and are not fed. Some of what he has to say relates to university problems, as is natural for the president of a great university (Chicago), but almost as much of it is concerned with the public schools, and spoken more in admonition than in praise.

USEFUL PAMPHLETS

In WAR AND DEPRESSION, a pamphlet offered by the World Peace Foundation (New York: 8 West 40th Street, Cloth, 50 cents; paper, 25 cents), Dr. J. B. Condliffe turns to international cooperation as a means of building up stable economic conditions. Currencies could thus be stabilized, trade resumed under rational adjustments, debt problems reasonably settled. Dr. Condliffe argues that nothing except genuine and long-term adjustments, arranged without prejudices, intense nationalism, or deference to immediate expediency, can shorten the present depression and prevent future periods of the same kind.

In October, 1933, state emergency relief administrations were authorized to establish emergency nursery schools under the control of public school systems. The report of the work



One of the sketches from an old favorite, Cock Robin

done in setting up such a program for pre-school children, as given by the National Advisory Committee on Emergency Nursery School (Washington: Works Program Administration, 1734 New York Avenue, N.W.), has much significance for all who are interested in that phase of education. Its most important implication is that



From the new edition
of *Jack and the Bean-
stalk*

the nursery school is not merely something for privileged children, but for the needy. An interesting section of EMERGENCY NURSERY SCHOOLS DURING THE FIRST YEAR is that on teacher training.

FOR LEISURE TIME

Under HOURS OF LEISURE SERIES (New York: Studio Publications Inc., 381 Fourth Avenue. 35 cents each) are listed several booklets that tell how to make things: "The Model Theatre," by Victor Hembrow; "Cut-Paper Decoration," by Christopher St. John; "Fabric Printing," by W. B. Adeney; "The Doll's House," by J. A. Grant; "Cushion Making," by Jeanetta Cochran; and "Radio and Gramophone Cabinets," by P. A. Wells. Directions are made simple by numerous illustrations.

Of a similar nature is MORE THINGS ANY BOY CAN MAKE, a book about home-made toys and games, by Joseph Leeming (New York: D. Appleton-Century. \$2). This volume and its predecessor, *Things Any Boy Can Make*, admirably answer the question which so often arises in vacation time, "What can I do now?" The age level is from eight to twelve years. The materials required in constructing the toys are easily procured, at practically no expense.

The swimming season is upon us, and with it a manual called TEACH YOURSELF TO SWIM, by Margaret Pen-ton Hamilton (New York: Burt. 75 cents). Miss Hamilton is a swimming instructor who has had remarkable success in teaching her pupils to swim in a very short time. Her lessons begin with a thorough course in dry-land swimming. A basin of water, the bathtub, the bed, the floor, and the ironing board provide the place, the would-be swimmer follows the clear directions



HELP PLEASE! Ask your Mother and Dad—your Scoutmaster, your Teacher—in fact, ask Everybody to help this movement to provide safe places for recreation. More than twice as many children were injured by motor cars while playing in the streets as the total of all bicycle accidents. Cycle Paths and Playgrounds in the Parks—with a safe way to ride there on your Bike, satisfy that urge to go places—and will make for safer and happier lives. The League of American Wheelmen is pledged to strive for these objects, as well as for the safety of the pedestrians. • Form your own Bicycle Club and, without cost, join

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? ? ?

Shall the schools become centers of propaganda for the Marxian Golden Age?

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EDUCATION AND THE SOCIAL CONFLICT

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AN exposition not only of a radical social philosophy but also of how it seeks to harness the educational forces of the nation in behalf of a radical reconstruction of the social order. It makes clear how proponents of the Marxian theory would employ educators and teachers in fashioning an American society patterned after the model of Soviet Russia. It will enlighten the supporters of American education as to what the radical theorists are striving to achieve and will enable them to know where the red signals are located.

Based on a study presented in competition for the second Research Award of Kappa Delta Pi, an honor society composed of eminent American educators, for the best study of the problem: "What Educational Program Will Best Meet the Needs of Our Developing Social and Economic Situation?" As an ardent proponent of the theory he expounds the author alone is responsible for the views he presents.

210 Pages

Price \$1.75

? ? ?

What is happening to the hosts of American youth, apparently unheeded and unwanted today?

THE LOST GENERATION

By MAXINE DAVIS

MISS DAVIS set out on a 10,000-mile tour to discover, and here reports her findings.

She took her car and began touring south, east, west and middle west, all around the country. She talked to boys and girls loafing on street corners, on family porches, around garages, and on college campuses. She also talked to people who constantly work with the drifting youth of America.

In placing responsibility for the care and guidance of our young people she puts it squarely up to the community. She warns that there is no use in reviling the federal government or the state.

"The most heart-breaking book, and the most infuriating that has come to the attention of this reviewer."—SAT. REVIEW OF LIT.

"A challenge made without sentimentality or hysteria; deserves attention."—N. Y. TIMES

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The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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and the still clearer pictures, and soon, we are assured, he is competent to go into the water, provided he will heed the warning, "Never go swimming alone."

• • •

One mother we know said when her small son brought home a bowl of goldfish from the five-and-ten that she had just one thing to be thankful for, that the five-and-ten did not sell elephants, for if it did her boy would surely get one.

For mothers of such boys and for the boys themselves the chance of the aquarium turning into a morgue can be considerably lessened by a careful reading of Alfred Morgan's *AQUARIUM BOOK FOR BOYS AND GIRLS* (New York: Scribners. \$2). The death rate among goldfish is high, but it does not need to be if their owners would only practice the teaching that fish need (1) plenty of oxygen, (2) a temperature neither too warm nor too cold, (3) proper food, and (4) a clean, light place in which to live. The proper ways of securing these conditions are described and pictured by Mr. Morgan, together with many finesses to be cultivated in dealing with guppies, tadpoles, turtles, and other water-dwellers.

One piece of humane advice—the little globes from four to eight inches in diameter are really no more fit for goldfish to live in than is a hall closet for a boy or girl.

• • •

LITTLE BOOKS FOR LITTLE PEOPLE

Every little child ought to have at least one favorite tiny book that he can carry about with him. Holiday House (New York: 225 Varick Street) publishes exquisitely made new editions of old favorites in miniature. *COCK ROBIN* and *JACK AND THE BEAN-STALK* (50 cents each), for instance, are called "Stocking Books" because they can be stuffed into a child's stocking (if it is a good stretchable one). *HOW PERCIVAL CAUGHT THE TIGER* (\$1) is a shade larger but so clear and clean-looking and satisfying! Besides being, of course, the kind of picture-story-book that a three-year-old learns by heart after hearing it read a few times, so that he too gravely reads the captions, to the delight of his elders.

• • •

STORIES WITH A PURPOSE

THE CHILDREN'S STORY CARAVAN, compiled by Anna Pettit Broomell and sponsored by a committee of the Philadelphia Yearly Meeting of Friends

(Philadelphia: Lippincott. \$2) is the result of a definite intention to assemble a book of stories to illustrate the ethical and spiritual principles held by the Society of Friends. Its predecessor, *The Children's Story Garden*, published in 1920, has been so widely used that the committee felt justified in presenting this later volume. Dorothy Canfield Fisher has furnished an introduction in which she insists that there is no reason to shy away from stories with morals, if only they are good stories, and that these are good. They are selected from among ancient anonymous folk-tales, from masters of story-writing, and from true happenings. The stories inculcate peace, non-resistance, interracial understanding, and temperance.

• • •

Did you ever, in the course of your early existence, feel the urge to write, to produce your innermost thoughts on paper? Nearly every child at some time feels this urge. He wants to become an author. Then, as the years creep on, the fancy often fades into the background and life itself faces him with its challenge.

I just want to mention a book or story every one may write. It is the book of life as it is lived. Every book has a certain number of chapters, each with its individual climax. Just what kind of book are you living in your family life; what kind of book will you leave on the shelf of life's library? Will it be a novel, historic or romantic; a reference work; a detective novel, a paper-backed dime novel; or a beautifully bound book throbbing with life's problems, courage, fortitude, kindness, joy, and human interest?

It is up to you to decide what kind of theme you wish to have, what type of characters you wish to build and whether you want your story to take the form of a narrative, fable, sketch, tale, short story, or novel.

Have you plotted your life with goals and anticipated climaxes, weaving around each character a web of attributes desirable in meeting all emergencies?

All the material necessary in the building of your story lies before you and waits for you to take up and place in its proper setting. All the motives, all the thoughts, and all the feelings that paint the pictures or block out the sketches in your book are waiting for your hands to draft.

What chapter are you now living in life's book? I am speaking primarily to our families and am visioning the setting when the first-born comes into the beginning chapter, enlivening its pages with all the joys and emotions encountered with such an event.

What kind of book are you writing?

—Emily Haig.